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ABSTRACT

The five chapters in this document, contributed by consultants who served as teacher trainers at the July 1976 Adult Basic Education Institute at Tennessee State University, include articles, materials, opinions, and bibliographies. Topics are metrication in adult education instruction; teaching the Indo-Chinese refugee; preparing controlled conversations: a technique for use with students for whom English is a second language; the adult performance studies: background, national potential, Tennessee's involvement; workshop presentation; adults' need for study-skills instruction: suggested skills and materials; a group instructional inventory; ten steps for improving reading ability; and an individualized approach to curriculum development. Appendixes contain names of those involved with the institute and a copy of the workshop program. (JM)

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SELECTED STRATEGIES FOR
TEACHING ADULTS*

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FOREWORD

In this volume we have compiled contributions from five consultants who served as teacher-trainers during the 1976 Adult Basic Education Institute held from July 12 through July 23, 1976. In this report readers will note a range of both traditional basic education topics and newer program strategies including individualizing instruction, methods of teaching English as a second language, teaching the metric system, and attention to using the Adult Performance Levels as a basis for instruction. The training manual includes materials, opinions, and accompanying articles provided by the respective authors of each chapter.

At the conclusion of the book we have included, for special recognition, the names of those institute staff members, training consultants, institute trainees, and special visitors. See appendix A. In appendix B is a copy of the workshop program. Much of the information included in this document indirectly represents joint involvement of many of these individuals. Selected Strategies For Teaching Adults is provided on a cost-free basis to Adult Basic Education personnel and other non-profit resource networks. Those opinions expressed in the book are those of the respective authors and not necessarily those of Tennessee State University, the State of Tennessee or the State Department of Education.

Leo McGee
Thomas Rakes
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METRICATION IN ADULT EDUCATION INSTRUCTION

William L. Lester

Chapter 1

A straightforward introduction to the metric system is provided for teachers of adults.

The metric system of weights and measures is an international system derived from the International System of Units (SI). The main purpose of this workshop is to introduce you to the metric system and its advantages, and to help you understand how the system works. Length, area, volume, mass and temperature will be discussed using the metric system.

The metric system, as such, has been legal in the United States since 1866, but no mandatory provisions were written into the Act of 1866.

The metric system is a system of measurement that has basic units of measure for length, width, area, volume, and weight which are in a decimal, or "powers of ten," relationship to each other.

Whether you are aware of it or not, you are being increasingly exposed to the metric system; the metric system is coming to the United States. Obviously, we will not stop using all of our customary units of measure. Firewood is still sold by the cord. Many foreign cars are presently being constructed using the metric system. Even American-made automobiles have some parts that are built using the metric system.

Conversion to the metric system will be made in those areas where

it is an advantage to do so. A conversion to the metric system will reduce the number and types of "wierd" sizes that we now have, and it will also make many computations easier.

LENGTH

The basic unit of linear measurement is the METER. A meter is 39.37 inches long - a little longer than a yard. Listed below are the most common prefixes and their meanings.

<u>Prefix</u>	<u>Symbol</u>	<u>Meaning</u>
kilo	k	1000
hecto	h	100
deka	da	10
deci	d	1/10 or 0.1
centi	c	1/100 or 0.01
milli	m	1/1000 or 0.001

Another way to express the above is:

1. Meter (m)
2. Kilometer (km) = 1000 x meter
3. Hectometer (hm) = 100 x meter
4. Dekameter (dam) = 10 x meter
5. Decimeter (dm) = 0.1 x meter
6. Centimeter (cm) = 0.001 x meter
7. Millimeter (mm) = 0.001 x meter

A meter is 39.37 inches long; therefore, a kilometer is 39,370 inches long. A mile contains 5,280 feet and 1 foot contains 12 inches. Therefore, 1 mile = $5,280 \times 12 = 63,360$ inches. A mile is

longer than a kilometer. In fact, a mile is approximately 1.6 kilometers.

The measurement of area is expressed as square units. The floor of a room that measures 7 feet by 10 feet has an area of 70 square feet. This means that there are 70 squares, each measuring 1 foot by 1 foot, that will cover the surface of the floor. Area is sometimes referred to as surface area.

Customary System

Problem: How many 8 inch square tiles will cover a room 13 feet 3 inches by 16 feet 9 inches?

1. Convert feet to inches:

$$\begin{aligned} 13 \text{ ft.} &= 13 \times 12 \text{ in.} = 156 \text{ in.} \\ 16 \text{ ft.} &= 16 \times 12 \text{ in.} = 192 \text{ in.} \end{aligned}$$

2. Get the total length and width of the room:

$$\begin{aligned} 156 \text{ in.} + 3 \text{ in.} &= 159 \text{ in.} \\ 192 \text{ in.} + 9 \text{ in.} &= 201 \text{ in.} \end{aligned}$$

3. Find the area of the room:

$$159 \times 201 \text{ in.} = 31,959 \text{ sq. in.}$$

4. Find the number of square inches in each tile (the area of the tile):

$$8 \text{ in.} \times 8 \text{ in.} = 64 \text{ sq. in.}$$

5. Divide the room area by the tile area to get the number of tiles needed:

$$\begin{aligned} 31,959 \text{ sq. in.} \div 64 \text{ sq. in.} &= \\ 499.3 \text{ tiles, realistically, or} & \\ 500 \text{ tiles for the extra 0.3 tile.} & \end{aligned}$$

Metric System

Problem: How many 20-cm tiles will cover a floor 404 cm by 503 cm?

1. Find the area of the room:

$$404 \text{ cm} \times 503 \text{ cm} = 203,212 \text{ cm}^2$$

2. Find the number of square centimeters in each tile:

$$20 \text{ cm} \times 20 \text{ cm} = 400 \text{ cm}^2$$

3. Divide the room area by the tile area to get the number of tiles needed:

$$\begin{aligned} 203,212 \div 400 &= 508.03 \\ \text{tiles, realistically, or} & \\ 509 \text{ tiles for the 0.03} & \\ \text{tile.} & \end{aligned}$$

It is quite clear that the metric system made our calculation easier.

See just how much easier:

NUMBER OF ARITHMETIC OPERATION

Customary System	Metric System
4 multiplications	2 multiplications
2 additions	0 additions
1 division	1 division

The Customary System has not only required seven operations to the three needed for the Metric System, but two of those extra operations required a multiplication by twelve -- which few of us find easy.

Table 1. Metric Conversion Factors

<u>To Metric</u>	<u>From Metric</u>
<u>Length</u>	
1 inch = 2.5 centimeters	1 millimeter = 0.04 inches
1 foot = 30 centimeters	1 centimeter = 0.04 inches
1 yard = 0.9 meters	1 meter = 3.3 feet
1 mile = 1.6 kilometers	1 meter = 1.1 yards
	1 kilometer = 0.6 miles
<u>Area</u>	
1 sq. inch = 6.5 sq. centimeters	1 sq. centimeter = 0.16 sq. in.
1 sq. foot = 0.09 sq. meters	1 sq. meter = 1.2 sq. yd.
1 sq. yard = 0.8 sq. meters	1 sq. kilometer = 0.4 sq. mi.

Area - con'td.To MetricFrom Metric

1 sq. mile = 2.6 sq kilometers

1 acre = 0.4 hectares

1 hectare = 2.5 acres

EXERCISE I

I. Fill in the blank for each of the following:

- a. 1 meter = _____ centimeters
- b. 1 meter = _____ millimeters
- c. 1 meter = _____ decimeters
- d. 1 kilometer = _____ meters
- e. 1 kilometer = _____ dekameters
- f. 1 kilometer = _____ decimeters

2. Fill in the blank for each of the following:

- a. 1 dekameter = _____ meters
- b. 1 hectometer = _____ dekameter
- c. 1 kilometer = _____ hectometer
- d. 1 meter = _____ kilometers
- e. 1 decimeter = _____ centimeters
- f. 1 centimeter = _____ millimeters

3. Convert each of the following speedometer readings to the indicated measurement.

- a. 30 mi/hr = _____ km/hr
- b. 120 km/hr = _____ mi/hr

4. If the distance from Miami to Atlanta is 1070 kilometers, how many miles is it? _____
5. If the distance from Seattle to New Orleans is 2625 miles, how many kilometers is it? _____
6. Which measurement of area is greater?
 - a. 1 square inch or 1 square centimeter _____
 - b. 1 square foot or 1 square meter _____

VOLUME

Volume is the measure of how much a container can hold, that is, its capacity. In the metric system, the liter is the basic unit used to measure capacity. A liter is defined as the volume of a cubic decimeter. In other words, a liter is the capacity of a cube that is 1 decimeter long, 1 decimeter wide, and 1 decimeter high. The symbol for liter is the small letter l. The volume of one liter is 1 cubic decimeter, or 1000 cubic centimeters. The symbol for cubic centimeter is cm^3 .

One of the reasons that volume is easier to work with in the metric system than in our present system is that one set of units is based for all volume measure, whether liquid or dry. Using our present system, the volume of a pint of blueberries is different from the volume of a pint of cream. But in the metric system, cream is sold in liter containers and blueberries are sold in liter boxes.

In order to compare a liter to a unit of volume that you are already familiar with, compare it to the quart. A liter contains a little more than a quart. One liter is approximately equal to 1.6 liquid quarts, and one liquid quart is approximately 0.95 liters.

Below is the following metric volume measures and their equivalent measure in liters:

1 kiloliter (kl) = 1000 liters	1 deciliter (dl) = 0.1 liter
1 hectoliter (hl) = 100 liters	1 centiliter (cl) = 0.01 liter
1 dekaliter (dal) = 10 liters	1 milliliter (ml) = 0.001 liter

Table 2. Metric Conversion Factors

<u>To Metric</u>		<u>From Metric</u>	
Volume			
1 teaspoon	= 5 milliliters	1 milliliter	= 0.03 fluid ounces
1 tablespoon	= 15 milliliters	1 liter	= 2.1 pints
1 fluid ounce	= 30 milliliters	1 liter	= 1.06 quarts
1 cup	= 0.24 liters	1 liter	= 0.26 gallons
1 pint	= 0.47 liters	1 cubic m	= 35 cubic feet
1 quart	= 0.95 liters	1 cubic m	= 1.3 cubic yards
1 gallon	= 3.8 liters		
1 cubic foot	= 0.03 cubic m		
1 cubic yard	= 0.76 cubic m		

Remember that in the metric system one type of unit, the liter or some multiple of the liter, is used to measure both liquid and dry volume. The liter and the milliliter are the two most commonly used units of volume. The metric measures of volume is related to the metric measures of length. One liter is defined to be the volume of a cube that is 10 centimeters long, 10 centimeters wide, and 10 centimeters high. A milliliter is the volume of a cube that is

1 centimeter long, 1 centimeter wide, and 1 centimeter high.

EXERCISE II

1. Problem: Given the following cake recipe in our customary units, convert to the metric system:

Customary

2 $\frac{1}{4}$ cups of flour	$\frac{1}{3}$ cup of shortening
1 $\frac{1}{2}$ cups of sugar	1 cup of milk
3 teaspoons of baking powder	1 tablespoon of flavoring
1 teaspoon of salt	2 eggs

Metric

_____ milliliters of flour	_____ milliliters of shortening
_____ milliliters of sugar	_____ milliliters of milk
_____ milliliters of baking powder	_____ milliliters of flavoring
_____ milliliters of salt	_____ eggs

2. Fill in the correct number for each of the following:

- 3 liters = _____ milliliters
- 1 kiloliter = _____ liters
- 20 deciliters = _____ liters
- 2 hectoliters = _____ liters
- 3000 liters = _____ kiloliters

WEIGHT

The basic unit of mass in the metric system is the gram. Weight is a measure of the earth's gravitational pull. (Gravity is the force which holds you on earth.) Mass is the measure of amount of matter - that is, atoms and molecules - that objects are made of. In space the mass of an object does not change but its weight does. Weight and Mass are not the same thing, but on earth the mass of an object is always in the same proportion to the weight of the object. Therefore, for this purpose, we shall assume that weight and mass mean the same thing.

In the metric system the most common measure of weight (mass) are:

gram (g)

kilogram (kg) = 1000 grams

milligram (mg) = 0.001 grams

Table 3. Metric Conversion Factors

<u>To Metric</u>	<u>From Metric</u>
<u>Weight</u>	
1 ounce = 28 grams	1 gram = 0.035 ounces
1 pound = 0.45 kilograms	1 kilogram = 2.2 pounds
1 ton = 0.9 tonnes	1 tonne = 1.1 ton

In order to develop a sense of the metric weights discussed, remember that a common paper clip weighs approximately 1 gram and a nickel weighs about 5 grams.

EXERCISE III

1. Fill in the blank for each of the following:

- a. 3 kilograms = _____ grams
- b. 2000 grams = _____ kilograms
- c. 1 tonne = _____ kilograms
- d. 2 grams = _____ milligrams
- e. 8 g = _____ mg
- f. 1000 g = _____ kg
- g. 3000 mg = _____ g
- h. 3000 kg = _____ t (tonnes)

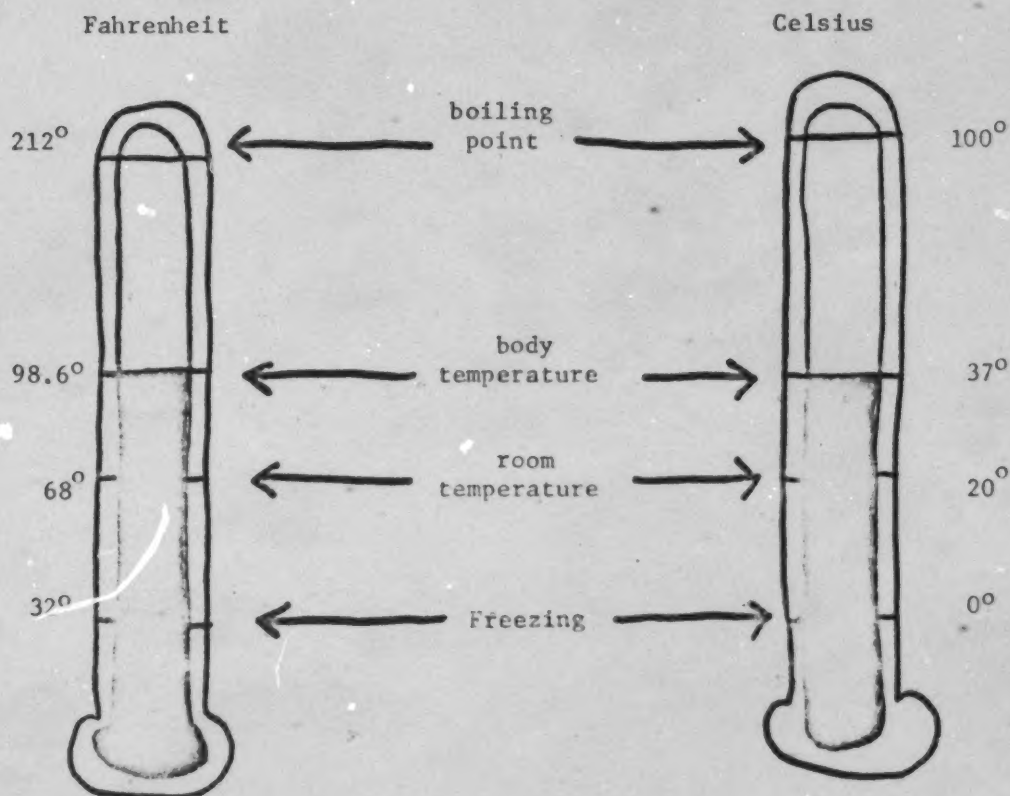
2. Convert each of the following to the indicated weight:

- a. 16 oz = _____ g
- b. 50 kg = _____ lbs
- c. 10 lbs. = _____ kg
- d. 100 g = _____ oz
- e. 4000 lbs. = _____ t
- f. 180 lbs. = _____ kg

TEMPERATURE

When temperature is mentioned, hot and cold is usually the thought. Until recently, most temperatures were given on the Fahrenheit Scale.

Below is a picture of the Celsius thermometer and Fahrenheit thermometer with indicated temperatures.



The following two formulas will enable you to convert from Fahrenheit to Celsius and vice versa. When you know the Fahrenheit temperature and wish to convert to Celsius, you should use the formula

$$C = \frac{5}{9} (F - 32) .$$

When you know the Celsius temperature and wish to convert to Fahrenheit, you should use

$$F = \frac{9}{5} C + 32$$

Example 1. A recipe in a metric cookbook calls for an oven setting of 175° C. Find the equivalent temperature on the Fahrenheit thermometer.

$$F = \frac{9}{5} (175) + 32$$

$$F = \frac{1575}{5} + 32$$

$$F = 315 + 32$$

$$F = 347$$

Example 2. Convert 95° F to Celsius

$$C = \frac{5}{9} (95 - 32)$$

$$C = \frac{5}{9} (63)$$

$$C = 35$$

Table 4. Body Temperature

Temperature (°F)	Temperature (°C)	Body Condition
98.6	37	Normal
99.5	37.5	Slight cold
100.5	38	Low-grade fever
102	39	Flu
104	40	Quite Sick
105	40.5	Alarm
106	41	Convulsion

EXERCISE IV.

1. Convert each of the given temperatures to the indicated scale.
 - a. $14^{\circ}\text{F} = \underline{\hspace{2cm}}^{\circ}\text{C}$
 - b. $25^{\circ}\text{C} = \underline{\hspace{2cm}}^{\circ}\text{F}$
 - c. $-4^{\circ}\text{F} = \underline{\hspace{2cm}}^{\circ}\text{C}$
 - d. $86^{\circ}\text{F} = \underline{\hspace{2cm}}^{\circ}\text{C}$
 - e. $-5^{\circ}\text{C} = \underline{\hspace{2cm}}^{\circ}\text{F}$

Answers to Exercises

Exercise I

- | | | |
|------------------|----------------|-----------|
| 1. a. 100 | b. 1,000 | c. 10 |
| b. 1,000 | e. 100 | f. 10,000 |
| 2. a. 10 | b. 10 | c. 10 |
| d. 0.001 | e. 10 | f. 10 |
| 3. a. 48 | b. 75 | |
| 4. 668.75 | | |
| 5. 4,200 | | |
| 6. a. 1 sq. inch | b. 1 sq. meter | |

Exercise II

- | | | |
|-------------|----------|------|
| 1. 540 | 80 | |
| 360 | 240 | |
| 15 | 15 | |
| 5 | 2 | |
| 2. a. 3,000 | b. 1,000 | c. 2 |
| d. 200 | e. 3 | |

Exercise III

- | | | | |
|-------------|------|----------|----------|
| 1. a. 3,000 | b. 2 | c. 1,000 | d. 2,000 |
| e. 8,000 | f. 1 | g. 3 | h. 3 |
| 2. a. 448 | b. 2 | c. 45 | |
| d. 3.5 | e. 1 | f. 81 | |

Exercise IV

- | | | |
|---------------------|-----------------|------------------|
| 1. a. -10° | b. 77° | c. -20° |
| b. 30° | e. 23° | |

Table I
American Measures and Metric Equivalents

1 millimeter	= 0.0394 inch
1 centimeter	= 0.3937 inch
1 meter	= 39.3708 inches
1 kilometer	= 1093.63 yards
1 inch	= 25.4 millimeters
1 foot	= 0.3048 meter
1 yard	= 0.9144 meter
1 mile	= 1.6093 kilometers
1 international nautical miles	= 1.852 kilometers
1 square centimeter	= 0.155 square inch
1 square meter	= 1.196 square yards
1 are	= 119.6 square yards
1 hectare	= 2.471 acres
1 square inch	= 6.452 square centimeters
1 square foot	= 9.290 square decimeters
1 square yard	= 0.836 square meter
1 acre	= 0.405 hectare
1 square mile	= 259 hectares
1 cubic centimeter	= 0.61 cubic inch
1 cubic meter	= 1.308 cubic yards
1 cubic inch	= 16.387 cubic centimeters
1 cubic foot	= 0.028 cubic meter

Table I (continued)

1 cubic yard	= 0.765 cubic meter
1 liter	= 0.908 quart
1 gill	= 118.291 milliliters
1 pint	= 0.473 liter
1 quart	= 9.46 liter
1 gallon	= 3.785 liters
1 bushel	= 35.23 liters
1 milligram	= 0.015 grain
1 gram	= 15.432 grains
1 kilogram	= 2.2046 lb.
1 metric ton	= 1.1 tons
1 grain	= 0.648 gram
1 ounce	= 28.350 grams
1 pound	= 0.4536 kilogram
1 hundredweight	= 45.359 kilograms
1 ton	= 909.1 kilograms
1 ton	= 0.907 metric ton

CONCLUSIONS

You may be concerned about the change from customary units to the metric system. It should be remembered that the best way to learn the metric language is to start using it. The reader may have already had some contact with the metric system in places such as: in a chemistry course, grocery stores, fabric stores, hospitals, and most recently, highway speed limit readings.

Of course, several participants thought the metric system would create problems for them in everyday life. But it was concluded that recipes would be written using the metric system for the metric kitchen instruments, metric measurements and tools for the mechanic, etc. Finally, no one should panic when the word metric is used but try to adjust to the new language by using it.

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TEACHING THE INDO-CHINESE REFUGEE

Helen L. Smith

Chapter 2

The section presents a practical discussion of cultural traits, controlled conversation and grammar for teachers of Southeast Asian adults.

In 1975, 130,000 refugees, mostly Vietnamese plus several Cambodians, came to America to start a new life in the United States. On May 5, 1976, Congress authorized the acceptance of 11,000 more refugees; 7,000 of them being Laotians (New Life). They all come to our shores from Thailand where they have been kept in camps supervised by the United Nations.

It is likely some of these children of adults will enroll in your classes within the next few years. As these refugees become absorbed in our neighborhoods and smaller communities, we all will be meeting these new members of our society at work, school, church, and in the market place. Certainly, one of a refugee's greatest needs is to be able to communicate in English. Most teachers will find them eager to learn but they need encouragement. Some immigrants studied English in school in their native land and are finding they cannot communicate as well as they expected. They soon realized that oral communication is more important for them as future citizens than for students who come to America to earn a college degree and return home again.

Cultural Traits of the Southeast Asian

First-hand knowledge of the cultural traits of the Indo-Chinese refugee can be valuable to the teacher of English as a second language. Lacking that, teachers should seek opportunities to become acquainted with at least one Oriental. As a last resort, reading books such as Mai Pen Rai Means Never Mind (Hollinger) may provide appropriate background. Written in an interesting style, Hollinger reveals many cultural traits related to learning English, including (a) explaining what a smile means, (b) showing how they are "Yes people" -- it is extremely hard for students to say No to a person in authority, (c) emphasizing the important matter of "losing face" -- never reprimand a student before the class, (d) bowing and other formalities before parents and persons in authority, and (e) describing the study habits of Asian students.

Objectives

A primary objective for this section is to highlight specific learning problems of the Southeast Asian who speaks a monosyllabic and tonal language. The ABE teacher must understand why certain types of drills and exercises are needed in addition to methods and techniques employed by teachers of English as a second language (ESL) when the learner has a Western native language.

In the latter part of the chapter, basic features of the Controlled Conversation Program - (1) selection, (2) preparation and (3) techniques of conducting the exercise are discussed. The most

basic function of Controlled Conversations is to provide opportunity for the students to practice and reinforce in their minds patterns they already know.

Problem Areas of the Learner

In teaching English to the Vietnamese, Cambodian, and Laotian refugees the teacher needs to be aware of and have an understanding of the following major problem areas of the learner. These considerations mainly involve pronunciation, stress (or accent), and rhythm. The following eight points represent key problem areas.

1. The Oriental often responds to Yes-No questions by saying Yes when he means No.
2. They are unaccustomed to pronouncing two or three consecutive consonants (except for pr, kr, and tr). My name was usually pronounced Samit; the popular cold drink was Sprite.
3. They need to get the feel for accent and rhythm of the syllables of English multisyllable words.
4. Verb tenses in English are difficult because his native language has fewer and less complex patterns.
5. Cambodian and Laotian speakers will not usually recognize or know the names of the Roman Alphabet. Their alphabet is comprised of characters.
6. Southeast Asians have difficulty in using the proper subject personal pronouns. The pronoun "I" differs for male and female in their language. Also, the formal or high-class word differs from the common language word for "I".

7. They have problems in making certain specific sounds in English.
 - a. Sounds of r and l are interchanged.
 - b. Final consonants (or stops) are not clearly enunciated or entirely absent.
 - c. English has some new words which are partly like but not exactly the same as his native language. For example, Orientals have a sound half way between our g and k, so they will not hear the difference and tend to pronounce g and k alike. The same is true of our two vowels, e as in pen and a as in pane.
8. The most important step which the Indo-Chinese student must learn is to join (or link) syllables together (speech modulation).

Controlled Conversations

So-called "free conversation" exercises conducted in the classroom represent the desired goal of every English teacher. However, there is no pedagogically sound method to employ in conducting free conversation sessions. (Harrington) Such sessions cannot be considered successful if two or three students dominate the conversation, or if the teacher finds himself doing all the talking, with none of the students participating. If conversations are planned carefully and conducted rapidly, they will (a) help to make the classroom more lively, (b) stimulate student interest in learning, (c) bridge the gap between the textbook and real conversation, and (d) help the student to attain the ultimate goal -- communication in the new language.

The basic features of the Controlled Conversation method are quite simple. The students listen to a few paragraphs of spoken English. After a brief explanation of difficult words and phrases, they hear the material again. Then the students, under the teacher's guidance, ask each other questions and give answers based on what they

have heard. The teacher's control of the situation comes from the fact that all the students work with the subject and the basic patterns the teacher prescribes.

Harrington's article includes a short passage, "Collecting Stamps," which he prepared along with questions and answers that a group of Japanese teachers composed. Eleven of the twenty five questions given are Yes-No questions. Since the Oriental has a special problem in answering this type of questions, never allow the student to say just Yes or No -- he must say, "No, she doesn't" or "Yes, she does" for the short answer. Questions 11, 16, and 23 are tag questions. Be sure to put a few of those in each exercise that you make because they cause the Indo-Chinese the most trouble.

Note that each question has both a short and a long answer. Students give the short answer first. This procedure gives the teacher opportunity to check that it is correct, or to correct it, before he proceeds with the long answer. Then, the class repeats both the short and long answers in chorus.

Harrington discusses "Teaching Procedures" and "Preparation of Questions" in some detail and is not repeated here. Always remember that the basic function of Controlled Conversation exercises is to provide opportunity for the students to practice and reinforce in their minds patterns they already know.

The selection of stories and texts is important. Initially, the writer begins with paragraphs the students wrote about Christmas and the celebration of TET (Lunar New Year). We are watchful for short usable fables because Orientals are quick, clever, and enjoy

interpreting fables. Most of their moral and religious teachings are written in allegory form. Here are three relevant sources of material (SUEC):

1. Fables from Czechoslovakia is a collection of ten fables translated and adapted by a geographer friend of mine. The sketches in this book are good. The colored pictures in the next two are excellent.
2. Ben Franklin from the "I SEE and READ: Beginning to Read Biography" series for seven and eight year olds is a good topic for this Bicentennial Year.
3. The American Bible Society publishes in English and several other languages Scripture Literature Selections in Series A, B, C, and D which are carefully traded and well illustrated. These stories are simplified from the Society's "New Testament in today's English Version:" Good News for Modern Man which is written with a limited vocabulary in a simple yet precise style. These selections are excellent but insufficient in supply. The stories become more difficult too quickly and the teacher must supply additional passages at each level.

Programmed Pronunciation and Grammar Learning

The American Univeristy Association Language Center (Bangkok) English Course, prepared by J. Marvin Brown, Cornell University, consists of nine levels; each book with approximately 30 lessons requires a 12 week term of three one-hour lessons per week. The course is designed for persons who have studied English under national

interpreting fables. Most of their moral and religious teachings are written in allegory form. Here are three relevant sources of material (SUEC) :

1. Fables from Czechoslovakia is a collection of ten fables translated and adapted by a geographer friend of mine. The sketches in this book are good. The colored pictures in the next two are excellent.
2. Ben Franklin from the "A SEE and READ: Beginning to Read Biograph" series for seven and eight year olds is a good topic for this Bicentennial Year.
3. The American Bible Society publishers in English and several other languages Scripture Literature Selections in Series A, B, C, and D which are carefully traded and well illustrated. These stories are simplified from the Society's "New Testament in Today's English Version:" Good News for Modern Man which is written with a limited vocabulary in a simple yet precise style. These selections are excellent but insufficient in supply. The stories become more difficult too quickly and the teacher must supply additional passages at each level.

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in the schools and have thus learned and practiced "Thai English" (English words pronounced with Thai sounds).

A goal of the course is to teach the students to use normal conversational English easily and effectively in actual speaking situations. A person cannot converse readily in English without first getting an unconscious control of the common grammatical patterns. One cannot get this unconscious control of grammar without first learning the English method of producing syllables and joining them together (speech modulation). Just as words are signalled by vowels and consonants, grammatical patterns are signalled by modulation. If a student is willing to postpone the learning of more useful words and sentences until he has laid an adequate foundation of pronunciation, his later learning will be fast and easy.

The purpose of Book I is to lay this adequate foundation of pronunciation. All of the books use carefully programmed pronunciation drills but they also make pronunciation the main point of dialogs and grammar drills as well. Words are chosen to give practice on certain pronunciation problems -- not because of their usefulness.

An understanding of the plan of Book I helps both students and teachers to use it more effectively. Both pronunciation and grammar are presented step by step. If each step is thoroughly drilled, the next step is always easy. An overall view of the steps can be seen in the following explanation.

The Pronunciation Program

The rhythm of syllables and the way they are linked together (modulation) is the most important point and it is stressed in every lesson. Other points are stressed by a series of steps spread over ten or more lessons. In the first lesson on a given pronunciation point, the student just listens to the problem sound and tries to distinguish it from the other sounds. In the following lessons he practices drills of increasing difficulty until the last lesson he does rapid grammar drills packed full of the problem sound. See the Table of Contents for the sounds covered in Book I and the lessons in which they are drilled.

The Grammar Program

Subject pronouns and the verb "to be" are the main grammar points in Book I. Samples of the grammar patterns for each lesson are given in the Table of Contents. The parts of the pattern that are new in each lesson are set in boldface type.

Conclusion

The method described for programmed drills works and nearly any competent teacher who tries can learn to use the program. We never cease to be amazed at what course work in Book I could do for the faithful student. The system of constant practice in drills gives the student confidence in himself and the assurance that he can be successful and become fluent in the English language. When chatting for the first time with small groups of Thais, this writer could immediately spot those who had studied at AUA Language Center. May the reader have the thrill of leading some of our Indo-Chinese

newcomers along the path to better communication in the English language.

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PREPARING CONTROLLED CONVERSATIONS*

Clifford V. Harrington

This discussion of controlled conversations describes a workable technique for use with ESL students.

Very often teachers of English try to conduct so called "free conversation" exercises in their classrooms, and in many cases their experiments end in failure. The causes for failure are many. Perhaps the students are not interested in the subject and thus are not strongly motivated to speak. Or their command of the basic patterns of the language may not be adequate. As a result of these or other causes, two or three students may dominate the conversation; or the teacher may find himself doing all the talking, with none of the students participating.

As yet, there is no pedagogically sound method to employ in conducting free conversation sessions. But there is a method that comes fairly close to the desired goal -- a situation in which the students communicate in English. This method at the English Language Education Council (ELEC) has been called "Controlled Conversation." ELEC

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publishes a series of three books covering material of this sort. Unfortunately for teachers of junior and senior high school English, these books are designed for adult learners of English who already possess some skill in the language. Any teacher, however, can, by following the suggestions in this article, prepare his own material to meet the needs of his particular students and thus can help them in a systematic way to achieve the feeling of communicating ideas in English in a conversational situation.

The basic features of the Controlled Conversation method are quite simple. The students listen to a few paragraphs of spoken English. After a brief explanation of difficult words and phrases, they hear the material again. Then the students under the teacher's guidance ask each other questions and give answers based on what they have heard. The teacher's control of the situation comes from the fact that all the students work with the subject and the basic patterns the teacher prescribes.

Virtually any experienced teacher of English is capable of preparing Controlled Conversation exercises. I once proved this point in the past by asking a group of Japanese junior high school teachers, who were somewhat doubtful of their ability to do so, to give possible questions and answers based on a short text written on the blackboard. These teachers were able to compose 25 questions and appropriate answers within fifteen or twenty minutes. Their questions paralleled quite closely to those I had prepared prior to the experiment. The teachers were delighted to discover that they could in fact prepare at least the questions and answers for such a lesson, and within such

a short time. Following is the text they prepared and the questions and answers that the group of teachers composed:

John's hobby is collecting stamps. He has been collecting them since he was ten years old. Now he is 14. There are about 2,000 stamps in his collection. His oldest stamp is 50 years old. He bought his newest one yesterday. Often when he returns from school at five o'clock, he pastes stamps in his stamp book. John certainly enjoys his collection.

1. Is John's hobby collecting stamps?
Yes, it is. His hobby is collecting stamps.
2. Whose hobby is collecting stamps?
John's. John's hobby is collecting stamps.
3. What is John's hobby?
Collecting stamps. His hobby is collecting stamps.
4. Has John been collecting stamps for four years?
Yes, he has. He's been collecting stamps for four years.
5. How many years has John been collecting stamps.
Four years. He's been collecting stamps for four years.
6. Who has been collecting stamps for four years?
John has. John's been collecting stamps for four years.
7. Is John 15 years old?
No, he isn't. He isn't 15 years old.
8. How old is he?
Fourteen years old. He's 14 years old.
9. Are there about 2,000 stamps in his collection?
Yes, there are. There are about 2,000 stamps in his collection.
10. How many stamps are there in his collection?
About 2,000. There are about 2,000 stamps in his collection.
11. John's oldest stamp is 15 years old, isn't it?
No, it isn't. It isn't just 15 years old; it's older.
12. How old is his oldest stamp?
Fifty years old. His oldest stamp is 50 years old.

13. Did he buy his newest stamp yesterday?
Yes, he did. He bought his newest stamp yesterday.
14. What did he buy yesterday?
His newest stamp. He bought his newest stamp yesterday.
15. When did he buy his newest stamp?
Yesterday. He bought his newest stamp yesterday.
16. He returns from school at five o'clock, doesn't he?
Yes, he does. He returns from school at five o'clock.
17. Does he return from school at six o'clock?
No, he doesn't. He doesn't return from school at six o'clock.
18. When does he return from school?
At five o'clock. He returns from school at five o'clock.
19. Does he paste stamps in his stamp book?
Yes, he does. He pastes stamps in his stamp book.
20. What does he paste in his stamp book?
Stamps. He pastes stamps in his stamp book.
21. Where does he paste stamps?
In his stamp book. He pastes stamps in his stamp book.
22. Does John enjoy his collection?
Yes, he does. He enjoys his collection.
23. John doesn't enjoy his collection, does he?
Yes, he does. He enjoys his collection.
24. What does John enjoy?
His collection. He enjoys his collection.
25. Who enjoys his collection?
John does. John enjoys his collection.

This sample exercise was designed for high school students who have already studied the various sentence patterns used.

The subject of the lesson, "Collecting Stamps," was selected as a means of interesting the students in the exercise. In several classes that I have taught in high schools, surprisingly large numbers of students collect stamps, hence the assumption that a sizable group in any high school English class would be interested in stamps.

Frequently the work in the student's textbook is rather dry and not as interesting as it could be. Thus, in preparing your own Controlled Conversation exercises, you should select topics that follow closely the interests of your students.

Controlled Conversations are an excellent vehicle to inject humor into the classroom. The study of a foreign language ought to be a lively and cheerful experience, not a dull and dreary time to be endured until the bell rings.

An examination of one book approved for high school use showed that the students were being asked to work with English essays on ancient Greece and Shakespeare, among other subjects. While these two topics are certainly worthy of the student's attention, it is doubtful whether the average student is overly enthusiastic about them.

At the time of this writing, baseball is a major topic in Japan--in the sports pages of the newspapers and on the radio and television. The Giants have just won the Japan series and are now playing the Dodgers from Los Angeles. Therefore an exciting Controlled Conversation on baseball, including Japan's own team, the Giants, would certainly be appropriate for classroom work in Japan at this time. A similar current enthusiasm of your students could guide you in selecting subject matter for your own Controlled Conversations. Once the student has learned that English is a living language, which he can use to communicate his own ideas and interests, he might be stimulated to more intellectual pursuits, such as the study of English essays on Greece and Shakespeare.

You have the advantage of keeping your Controlled Conversations

timely and keyed to real interests of your own students -- an advantage the textbook writer does not have.

You can draw your material from a wide range of sources. You can use a paragraph of your own composition, or select paragraphs from newspaper or magazine articles. Radio offers another source from which spoken English can be transcribed on paper, or recorded on magnetic tape, and used in the classroom. Both American and Japanese broadcasts in English are available to teachers in Tokyo and various other parts of Japan, and this is probably true in your own country also. You can use short documentary motion pictures with English narration as basic material for Controlled Conversations. In this connection, the American, British, and Canadian embassies, consulates, and cultural centers in various parts of Japan -- and perhaps in your own country -- are good sources of material.

Once you have selected the text to be used as the basis for your exercises, the next step to consider is the determination of basic sentence patterns you wish to incorporate in the questions and answers. In the sample lesson there is a wide variety of patterns to demonstrate the possibilities that exist. You may wish to concentrate on fewer basic patterns and repeat them several times. If you wish to introduce new patterns, it would be best to drill them thoroughly before you use them in the Controlled Conversations. One of the basic functions of Controlled Conversations is to provide opportunity for the students to practice and reinforce in their minds patterns they already know.

You should also consider how much time you wish to spend on

this type of exercise when you decide the number of questions you will prepare. The sample exercise would take a second-year high school class about 25 or 30 minutes to complete. A lesson half this length might be better for classroom use.

You may object to answering each question with two answers, one short and one long, as suggested in the sample exercises. However, there are special reasons for following this procedure.

First, the short answer indicates to you whether the student has understood the question. For example, where and when are words often confused by students. If the basic sentence is "John studies at home at night," and the question is "Where does John study?" the student might mistakenly answer "At night." The short answer enables you at this point to spot the mistake in understanding and to correct it.

Second, the student of English as a second or foreign language needs as much practice as he can get in using natural short answers--especially the short answers for Yes-No questions, so characteristic of the language, with their use of the stressed auxiliary verb without the main verb. Then it helps him with basic stress patterns of the language, as well as the grammatical structures, to follow this with the full sentence, in which the auxiliary verb receives reduced stress, often to the point of being contracted.

Preparation of questions

Now let us consider the detailed preparation of two series of questions for a Controlled Conversation, using the sample lesson as a point of reference.

The first main fact of the basic situation is included in the

first sentence: "John's hobby is collecting stamps." The first question that comes to mind is the simple transformation: "Is John's hobby collecting stamps?" Next we can deal with other parts of this statement, with questions such as "Whose hobby is collecting stamps? What is John's hobby?"

Notice that each answer employs the same basic pattern used in the question: "John's (his) hobby is collecting stamps." Basically, only the point of emphasis or stress changes with the various questions. Thus, it is good for you to develop a series of questions built around one main fact and sentence pattern.

The second main fact selected for question purposes is actually somewhat hidden in the second and third sentences: "He has been collecting them since he was ten years old. Now he is 14." The students ought to be able to perform the simple problem in arithmetic to determine that John has been collecting stamps for four years. From this fact we draw the question "Has John been collecting stamps for four years?" The student has to remember only whether the answer should be positive or negative to produce the answer: "Yes, he has. He's been collecting stamps for four years." The words contained in the answer have been suggested by the teacher's question.

The next question, once the period of four years has been established, can be, "How many Years has John been collecting stamps?" The answer employs the same words and pattern as the previous answer, only the emphasis has been changed: "Four years. He's been collecting stamps for four years." The third question in the sample

again deals with the subject of the sentence: "Who has been collecting stamps for four years?" The emphasis or stress now shifts to John in both the short and long answer: "John has. John has been collecting stamps for four years."

In preparing your own exercises you may wish to deal with just the simple patterns and continue to use interrogative and Yes-No questions with is, are, do, did, can, will, etc., throughout the lesson. But as the students progress in ability you would not neglect such other types as "tag" questions. For example, "John's hobby is collecting stamps, isn't it?" and the reverse, "John's hobby isn't collecting stamps, is it?" And you would give attention to other important question patterns such as "Is John's hobby collecting stamps or reading books?" Also, you would present questions using the important "are there/is there" structures in the answers. For example, "How many stamps are there in John's collection?"

In preparing your questions, you do not have to deal with all the major facts in the text. You can select those facts that lend themselves to better preparation of the questions and answers using the structures you wish to practice, and you can select those facts that are most interesting or unusual.

In certain cases, within a lesson, a few questions might not be exactly what a native speaker would ask in a real conversational situation, but in these cases the questions should elicit a particularly useful answer or stress pattern. Therefore it is my opinion that their use from time to time is justified for pedagogical reasons.

Teaching procedures

You can either play a tape on a tape recorder or read the basic material several times and then ask if the students have any questions encouraging them to speak in English. Then you make the necessary explanations and give a bit of the cultural background behind the English text, if this will help. You should do as much of this as possible in English. Following this, you give the material a final playing or reading.

Then you ask the first prepared question and have the students repeat it once as a group, in unison. Then you ask the question again and have the students repeat it again in chorus. If necessary, you ask the question a third time, with choral repetition.

Then you indicate one student to ask the question and select another student at random to give a correct answer. (In many cases there may be acceptable variations in the student's answers. Do not insist that they follow your prepared answer exactly.) If the answer is correct, the class repeats it in chorus, and following a model given by you, repeats the answer a second time. If the student's answer is not correct, you correct it and then ask the class to repeat the corrected answer in chorus.

You then proceed to the second question and follow the same pattern throughout the lesson.

Simply stated, the procedure for one question-and-answer sequence is as follows:

Teacher: Gives model question two or three times.

Class: Repeats model question once in chorus.

Teacher: Gives model question once again.

Class: Repeats model question again in chorus.

Student 1: Asks the question.

Student 2: Answers the question.

Class: Repeats the answer once in chorus.

Teacher: Repeats the answer once.

Class: Repeats the answer again in chorus.

As the students become more experienced in this type of lesson, you may wish, after completing the suggested procedure with the first question and answer in a series based on one fact of the material, to give only a clue such as "what" and have one student form the next question himself. In this way each student will receive experience in forming questions at least once in the course of several lessons. This variation in the procedure is offered because students often learn to answer questions but have difficulty, because of lack of experience, in creating questions of their own without hesitation.

If Controlled Conversations are planned carefully and conducted speedily, they help to make the classroom more lively, they stimulate student interest in learning the new language, they bridge the gap between the textbook and real conversation, and they help the student to attain the ultimate goal -- communication in the new language.

THE ADULT PERFORMANCE LEVEL STUDIES:

Background, National Potential, Tennessee's Involvement

Evelyn C. Davis

Chapter 3

The reader is provided an excellent explanation of APL and what the program can mean to ABE students in Tennessee.

Background

In September, 1971, the United States Office of Education funded what is now known as the Adult Performance Level project, or APL. A research team headed by Dr. Norvell Northcutt of the University of Texas at Austin worked with funds totaling almost one million dollars received under section 309 of the Adult Education Act and provided evidence that a new definition of literacy is needed in the United States. They have shown that the ability to read and write one's own name -- the traditional definition of literacy -- is no longer sufficient to cope with our rapidly changing society. The team has offered an entirely new approach to literacy, which is re-defined as "functional competency". Functional competency is "the ability to use the skills and knowledge needed for meeting the requirements of adult living." (Brightman, 1970, p.98)

The first step of the APL project was to identify the basic requirements for adult living in today's complex society. These basic needs were identified through four simultaneous lines of research.

(Northcutt, 1975, p. 1-2)

1. Review of related literature . A wide variety of behavioral and social research was reviewed in order to find a way to categorize the needs of the undereducated and unemployed adult. In addition to the traditional sources of information the documentation of dozens of studies or projects which had so-called disadvantaged groups as their target was collected and reviewed. Data gathered by the National Assessment of Educational Progress project was also of great use.
2. An extensive survey of state and federal agencies and foundations was conducted in order to identify characteristics which distinguished the successful from the unsuccessful adult. The assumption was that a major source of knowledge of minimum performance criteria existed in the experiences, accumulated data, and reports of professionals who deal with the minimally performing adult. For example, interviews were conducted with 49 individuals from 25 different state and federal agencies during the initial phase. These persons provided literature, studies, data, and comments relevant to the objectives of the project.
3. A series of conferences on adult needs was conducted in different regions of the country. Adult educators, members of the private sector (e.g., supervisors and personnel managers), and members of different state and federal agencies were brought together to review APL progress and to add their insights and information to the pool.
4. A continuing series of semi-structured interviews with undereducated and underemployed persons was begun in order to gather some first-hand data on their felt needs.

From these sources came the identification of the five general content areas in which adults need to be knowledgeable: Consumer economics, health, occupational knowledge, government & law, and community resources. After identifying the broad knowledge areas in content, the APL project team determined computation, problem-solving, and interpersonal relations. See Figure 1, which is an APL model of functional competency with sample performance requirements indicated.

	CONSUMER ECONOMICS	OCCUPATIONAL KNOWLEDGE	HEALTH	COMMUNITY RESOURCES	GOVERNMENT & LAW
READING	Reading a newspaper grocery ad	Reading a newspaper help-wanted ad	Reading and interpreting a health insurance policy	Reading a movie schedule	Reading a pamphlet on an individual's rights after arrest
WRITING	Writing a grocery list				
SPEAKING, LISTENING	Listening to an advertisement on the radio		PERFORMANCE REQUIREMENTS		
COMPUTATION	Computing the unit price of a grocery item				
PROBLEM SOLVING	Determining the best stores in which to shop				

FIGURE 1. The APL Model of Functional Competency.
From: Adult Functional Competency: A Summary, p. 2a

The APL team specified an overall performance goal in each knowledge area. They are as follows:

Consumer Economics:	To manage a family economy and to demonstrate an awareness of sound purchasing practices.
Health:	To insure good mental and physical health for the individual and the family.
Occupational Knowledge:	To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interest, in relation to the economic contingencies of life.
Government & Law:	To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.
Community Resources:	To understand that community resources are utilized by individuals in society in order to obtain a satisfactory mode of living and that community resources are maintained so that society as a whole may be preserved, and to understand transportation systems and their relation to public problems.

The next step was to identify performance tasks or competencies (objectives) within each knowledge area which would reveal the functional competency of an adult. These objectives now total fifty-nine, and the number in each area is shown below:

Consumer Economics	15
Health	13
Occupational Knowledge	9
Government and Law	6
Community Relations	16
Total Objectives	59

The objectives will, of course, change according to changes in the requirements of adult living in the United States.

The APL project produced a survey containing questions relating to performance tasks from all five knowledge areas. With assistance from Opinion Research Corporation in Princeton, New Jersey, APL staff members administered the APL survey to a representative sample of the United States population. From data collected by the survey, a national percentage breakdown of adult competence according to APL levels of competency was established.

These three APL levels of competency are called simply APL 1, APL 2, and APL 3. All levels are associated with "adult success as measured by income, job status, and education. (Northcutt, 1975, p.4)

APL 1's are adults who function with difficulty, and their mastery of competency objectives is associated with:

1. inadequate income -- poverty level or less
2. inadequate education -- eight years of school or fewer
3. low job status -- unemployed or unskilled

APL 2's are marginally competent adults and their mastery of competency objectives is associated with:

1. marginal income -- more than poverty but no discretionary income.
2. marginal education -- nine to eleven years of school
3. semiskilled to upper-level blue collar and sales job status.

APL 3's are proficient adults, and their mastery of competency objectives is associated with:

1. highest levels of income -- varying amounts of discretionary income
2. highest levels of education--high school completion or more
3. white collar or professional job status.

In the following tables, one can see the national percentage breakdowns of the U.S. adult competency according to knowledge areas,

skills, and other demographic variables. (Northcutt, 1975, p.5)

<u>AREAS:</u>	<u>ADULT COMPETENCY LEVELS:</u>		
	1	2	3
Occupational Knowledge	19.1	31.9	49.0
Consumer Economics	29.4	33.0	37.6
Government and Law	25.8	26.2	48.0
Health	21.3	30.3	48.3
Community Resources	22.6	26.0	51.4
Reading	21.7	32.2	46.1
Problem Solving	28.0	23.4	48.5
Computation	32.9	26.3	40.8
Writing	16.4	25.5	58.1
Overall Comptency Levels	19.7	33.9	46.3

<u>DEMOGRAPHIC VARIABLES</u>	<u>APL COMPETENCY LEVELS:</u>		
	1	2	3
Education			
0-3 years	85%	10%	6%
4-5	84	16	0
6-7	49	37	14
8-11	18	55	27
High School Completed	11	37	52
Some College	9	27	64
College Graduage plus	2	17	80
Family Income			
under \$5,000	40%	39%	21%
\$5,000-\$6,999	20	44	36
\$7,000-\$9,999	24	39	37
\$10,000-\$14,999	14	34	52
\$15,000 plus	8	26	66
Job Status			
Unskilled	30%	38%	32%
Semi-skilled	29	42	29
Skilled	24	33	43

	1	2	3
Clerical-Sales	8	38	54
Professional-Managerial	11	28	61
Age			
18-29	16%	35%	49%
30-39	11	29	60
40-39	19	32	49
50-59	28	37	35
60-65	35	40	24
Sex			
Male	17%	31%	52%
Female	43	35	42
Ethnicity			
White	16%	34%	50%
Black	44	39	17
Spanish-surname	56	26	18
Other	26	41	33
Occupational Status			
Employed	15%	28%	57%
Unemployed	36	30	34
Housewives	27	38	35
Number in Household			
1 person	21%	23%	56%
2-3	20	35	45
4-5	19	31	50
6-7	21	33	46
8 plus	43	22	35
Region			
Northeast	16%	36%	48%
North Central	15	42	43
South West	25	37	38
	15	35	50

Metropolitan Areas	1	2	3
1 million plus	21%	39%	40%
under 1 million	15	38	47
Suburb	21	32	47
Urban	14	29	47

These tables reveal that one-fifth, or 19.7% of United States adults are incompetent. One-third, or 33.9%, are marginally competent. Less than one-half, or 46.3%, are considered competent. The United States Office of Education has demonstrated its concern and has placed national significance upon the APL findings with this statement by former U. S. Commissioner of Education, Terrel H. Bell: "Results of this study call for some major rethinking of education on several levels. To begin with, adult education needs to be reshaped so that students receive the kind of information that will make modern life easier for them. State and local education agencies should examine what they are teaching, even at the elementary levels, and perhaps reconsider requirements for high school graduation (Brightman, 1975, p. 100).

In a major national speech presented to state consumer affairs officials from throughout the country in November, 1975, Virginia H. Knauer, Special Assistant to the President for Consumer Affairs, called attention to the APL study. She asked for renewed efforts "to reach people of all ages who have left the school system and who do not have the consumer skills to make the best use of their limited resources (Division of Adult Education, 1976, 76).

National Potential

Adult Education programs have always been concerned with accountability, not only because of the nature of the clientele, but also because of funding patterns. The Adult Performance Level studies have now provided a way for ABE programs to measure their accountability effectiveness by using APL objectives in curricula, staff development, and individual and state competency assessment.

As noted above, the implementation of the APL objectives into adult programs has become a national priority with the U. S. Office of Education, and a full-time staff member has been assigned to work with persons directing APL projects throughout the country. There are now 99 funded APL projects operating in 44 states. Projects range from the development of APL-related resources and/or curriculum materials to staff training in competencies needed for instructors utilizing APL objectives.

For example, Adult Competency Education job Descriptions are being developed in California and utilized as counseling tools and a source for instructional objectives. At Teacher's College, Columbia University, instructors have put together an Employability Skills series made up of video, audio, and printed materials. The series is a structured learning approach to addressing the employability problems of disadvantaged adults and includes a full training program for teachers and counselors.

Seventy-seven Learning Activity Packages are now available in Rhode Island. Based on the Adult Performance Level objectives, these LAPS are being utilized primarily for ESL (English as a Second

Language) students. Life Adult Coping Skills reading modules were written in Alabama to provide adult basic education teachers with practical and useful low-level reading materials (zero to fifth grade level).

At San Francisco State University, a project is underway to validate a systematic process for the career development of ABE teachers. A cycle of four two-day workshops has been held at two-month intervals, with participants returning to their schools after each training session to develop part of the model program plan.

The Auburn University Vocational and Adult Education Department has compiled instructional guides which suggest learner activities and list resource materials for each of the five APL knowledge areas. Another materials resource list is the ABC's in APL, and annotated bibliography published by the University of Texas. The University of Texas has also developed a fifteen-minute slide-tape program telling the APL story and presenting information on local and state implementations of the APL research and products.

The Mississippi Authority for Educational Television has produced a series of fifteen color video tapes developed around the APL Consumer Economics objectives. Using situations which develop with an older black couple and a just-married white couple, real life adult problems are demonstrated in an entertainment format. The Memphis State Adult Education Center helped evaluate these video tapes in June, 1976 with several classes of ABE students enrolled in the Memphis City Schools program. Because of this

participation in the evaluation effort, a set of the video tapes is now available for use in West Tennessee.

From the efforts of adult education divisions in several states, there is emerging a new route for earning high school credit: the External High School Diploma, "possibly the most flexible and sensible answer yet to adult literacy needs, and based on the main criterion of competency (Roth, 1976, p.6). It allows the adult student credit for what has already been learned through life experiences and sets up a home-based program for the areas in which further study is necessary in order to earn the diploma. "External" means that most of the credit is earned outside a traditional classroom or school building.

Central New York State is field-testing its External High School Diploma "which by virtue of comprehensiveness, is providing a model for the other states. To date, New York state has granted 77 External High School Diplomas and is far ahead of the crowd (Roth, 1976, p.6). Texas has drawn from the New York model in building its External program, and a curious testimony to this competency-based method is becoming apparent there. Many adults who have already earned the G.E.D. (equivalency diploma) want to enroll in the External program so they can master the required competencies. Oregon is using its community colleges as the base for an External program. By 1978, their 13 community colleges, which administer all adult education in the state, will grant External Diplomas.

To meet the needs of APL programs, the American College Testing Service, a not-for-profit public trust, has recently developed a

national examination program that represents a new concept in adult basic education. Operating under an agreement reached with the U. S. Office of Education and the University of Texas, ACT designed the test to diagnose and evaluate the competencies necessary for adult living. During May, 1976, the Memphis State Adult Education Center tested 225 adults enrolled in adult basic education classes in Memphis and Shelby County as part of the national norming of the test. The initial form of the APL test is available in both an adult edition and a high school edition and provides a general overall assessment of an individual's ability to perform important basic adult functions. The second stage of the test development "will soon make available a series of five more specialized subtests to provide a more precise assessment within each of the five APL knowledge areas (Division of Adult Education, 1976, p.3).

Tennessee's Involvement

In January of 1976, the State of Tennessee, operating through Memphis State University with the cooperation of the Memphis City and Shelby County Adult Basic Education programs, funded an Adult Performance Level project for \$79,816 to implement APL instructional materials into West Tennessee. An Adult Resource and Development Center was established on the Memphis State campus to serve the needs of ABE personnel in West Tennessee and help provide the means for these persons to obtain the requisite competencies necessary for implementation of the APL materials into the curriculum.

During the first year of funding (January, 1976 to January, 1977) the following six "Learning for Living" instructional modules based on APL objectives were developed by the Memphis State APL staff:

HEALTH

APL OBJECTIVE # 2 - to understand how basic safety measures can prevent accidents and injuries and to recognize potential hazards, especially as such hazards relate to home and occupational safety.

APL OBJECTIVE # 10 - to be able to understand first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

OCCUPATIONAL KNOWLEDGE

APL OBJECTIVE # 2 - to identify sources of information which may lead to employment.

APL OBJECTIVE # 3 - to define occupational categories in terms of the education and job experience required and to know the minimum requirements of a given occupation.

GOVERNMENT AND LAW

APL OBJECTIVE # 2 - to develop an understanding of the structure and functioning of the federal government.

Each module is contained in a sturdy canvas bag and is a complete instructional package consisting of a teacher's manual, learner activities in an expanding file, and whatever appropriate supplementary resources are needed for instruction for that particular objective - transparencies, filmstrips, books, pamphlets, tapes, games, etc.

Complete directions are given in the teacher's manual, and the learner activities are color-coded for the three ABE levels. Each module is a complete unit, but is "open-ended" in the sense that teachers can add or omit learner activities and/or resource materials as desired.

The APL staff conducted a two-week summer Institute at Memphis State in June, 1976. Persons known nationally for their APL

involvement or outstanding work in Adult Basic Education who were speakers at the Institute.

During the Institute, participants also had an opportunity to help begin developing the first Tennessee APL modules, and each participant returned home with one of the modules for use in local ABE classrooms.

By September, 1976, twelve duplicates of each of the first three modules developed, Government and Law #2, Health #2, and Occupational Knowledge #3, had been produced. Thirty-three ABE teachers were selected by their supervisors to attend a tuition-paid two-hour credit workshop at Memphis State during fall semester. Modules were demonstrated, and each teacher field-tested a module in his/her classroom. During the monthly workshop sessions, teachers gave valuable feedback concerning module changes and helped design learner activities for the three new modules currently under development, Occupational Knowledge #2, Government and Law #4, and Health #10

Necessary revisions were made to the first set of three modules in December, 1976, with plans made to have 40 duplicates of each module ready for dissemination during spring semester, 1977.

Plans for project continuation during the next funding period, January, 1977 through September, 1977, include field-testing and revision of the second set of three modules, with graduate interns continuing the process of new development. Training teachers in the use of completed modules will be carried out at four locations convenient to West Tennessee ABE teachers. The format will again be a series of monthly tuition-paid, credit workshop sessions. One

hundred forty teachers will be given the opportunity to attend one of the workshops.

In addition to the group weekend sessions, a "master-teacher" will visit the classroom of each participating ABE teacher in order to help the teachers learn how to use the modules more effectively. A full-time APL teacher-trainer will assist in the coordination of the workshops and the dissemination of modules, materials, and equipment.

In June, 1977 a summer Institute will again be held at Memphis State to assist Tennessee teachers in the module development process. An additional group of teachers will attend a summer workshop. APL staff members will, if invited, also make trips into Middle and East Tennessee to disseminate information concerning the APL modules.

During the second funding period, an APL Resource Book and an APL Teacher's Handbook will be developed. Copies of these, in addition to the instructional modules produced, will become part of the permanent curriculum materials in West Tennessee counties having Adult Basic Education programs.

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OVERVIEW OF WORKSHOP PRESENTATION

Raymond T. Handy

Handy deals with APL instruction and selected global aspects of its applications in teaching adults.

This discussion is designed around the findings of the Adult Performance Level Study made by the University of Texas at Austin and the modules on "Career Education for Adults" developed at Auburn University, Auburn, Alabama.

The objectives identified as those being of major importance for teachers of adult learners were the basis for formulating the plan for guidance toward Adult Education committed to the concept of "Life Long Learning." Recognizing that the criteria for successful implementation of the APL Modules is based on income, educational grade level, and job status, the reader should be aware of the means by which the mobility of the adult learners in an economic environment can be enhanced.

According to the design of the APL Modules, the tasks necessitated that the basic skill areas of reading, writing, computation, communication, and interpersonal relations had to be related to the general knowledge areas of Consumer Economics, Health, Occupational Knowledge, Government and Law, and Community Resources. A primary objective requires that ABE Institute participants should concern themselves with developing learner performance objectives centered around

individuals identifying and choosing various types of learning activities according to their personal attributes, needs and interests. Thus, this chapter serves to describe and explain the effectiveness of the criteria by which to plan, schedule, and evaluate individual adult educational opportunities. Presented also are a viable rationale and practical learning evidences necessary for putting specific educational theories into action.

Based on the teacher-learner competencies as they were developed through the goals, tasks, and objectives of the APL Survey, the basis for the presentation was the dynamic formulation of expanding concepts which are necessary for adult learners in our nation to achieve personal recognition and satisfaction in their search for functional competencies that will enable their coping successfully with the modern day's society. Consequently, the objectives of the specified knowledge areas had to be defined in an attempt to make the concepts more relevant and applicable to the Adult Education teachers for the practical implementation of the APL Modules.

With this concern being fully understood, the significant factors and conditions for adult learning are presented in relation to some basic principles of learning designed to effectuate behavioral changes in adult learners. Putting these concepts into more meaningful frames of references for adult career development, emphases were placed on performance-based Adult Education that would help foster the desired change and the utilization of new and continuous learning inspirations in the life of a total person. In recognition of the viable alternatives for adults acquiring the desired learning skills,

APL Modules require that all teacher-learner activities should be based on the implementation of objectives.

For overcoming some teacher problems toward teaching adults and adult learning, it is recommended that a methodological approach be utilized and various methodologies be discussed. In keeping with a competency-based outlook, several teacher problems should be stressed; they include: (1) the selection of enabling and performance objectives, (2) subject-matter content, (3) instructional media, (4) adult-learning experiences, (5) the organization of sequences and interrelating adult life-skill experiences in various areas of learning, (6) the preparation of individualized and/or personalized plans of study, and (7) the possibility of external high school diplomas.

The general theme of responses, thereto, dealt with the importance of education and career development for the adult learners in order to expose them to career awareness and identity for career exploratory experiences for effective decision-making regarding possible careers in business, industry, home-making, or leisure occupations. The systematic approach to such planning highlighted a concentration on the adult learning processes which must be orderly and well-organized for (1) defining and describing a universe of interests and significant factors and their interrelationships, and (2) determining what changes will cause the desired effects.

In consonance with the expectations of the Institute participants, the elements of Career Education and occupational development were highlighted on the basis of the basic economic factors for satisfying human wants through goods and services. In specifying the current

articulations on guidance and counseling techniques for providing essential information on the specified knowledge areas, it was affirmed that the highest aim of Adult Education was to develop the qualities of character that would encourage a continuing experience for a willingness to learn as a necessity throughout a lifetime.

It should be noted that in the stages of planning for Adult Performance Level programs it is not sufficient merely to state the program objectives in general terms. In the discernment for determining the competencies required for preparing enabling and terminal objectives for desired outcomes of behavior, the participants were able to collect sources of factual evidences which they would need to know for satisfactorily carrying out the teacher-learner activities of the Performance Level Study toward "Career Education for Adults." APL Modules will enable the adult learners to comprehend that the essential procedures and processes for attaining the competencies for coping with changes in our society. They will come to realize more thoroughly that the personal satisfaction of human worth and dignity transpires through human growth and development.

ADULTS NEED STUDY SKILLS INSTRUCTION:
SUGGESTED SKILLS AND MATERIAL

Thomas A. Rakes

Chapter 4

The chapter relates why study skills are important. A classification of the appropriate skills and suggested instructional activities for developing study skills are provided for use by ABE teachers.

Study skills, often identified as functional reading skills, include those prerequisite skills necessary for successful understanding of most intermediate or advanced level reading material. Mastery of study skills is particularly important for those adults who need to pass tests for high school equivalency or college level content courses. This chapter includes a categorized list of these skills along with explanatory information as to how to improve adult performance on the tasks.

Reading improvement is frequently directed in mostly "reading skills" materials. Both adult and children's reading programs are usually easier to read than subject matter materials. (e.g. history, science, mathematics) Specialized vocabulary, concepts and illustrative aids complicate the reader's task. It is necessary for adult readers to be able to read all types of materials. Books and articles about content related subjects are more difficult because:

- (1) New concepts are frequently encountered.
- (2) Readability levels may vary greatly.
- (3) Specialized vocabulary is used.
- (4) Reader's interest may drop for certain topics
- (5) The writer's purpose may be indirect or ambivalent.

Study skills must be taught directly and not left to chance in so called

basic skills programs. The following list represents a detailed classification of instructional areas typically referred to as study skills.

I. Locational Skills

A. Use of book parts

1. Cover, title page, title, author, publisher, copyright date
2. Preface, introduction, foreword
3. Table of contents and locating topics by pages
4. Lists of illustrations, maps, graphs, and figures
 - a. Using legend, map, scales, and symbols
 - b. Using bar, circle, and line graphs
 - c. Interpreting tables, time lines and diagrams
5. Chapter headings, section, title, and subtitles
6. Locating references and or bibliography
7. Using index and appendix

B. Alphabetical knowledge

1. Alphabetizing a list of words
2. Locating words or titles when alphabetized

C. Using appropriate references

1. Dictionary
 - a. Locating words quickly (using index or guide words)
 - b. Using the pronunciation key
 - c. Using special sections
 - d. Locating meanings
2. Encyclopedia
 - a. Locating the proper volume
 - b. Using the cumulative index
3. Other references
 - a. Almanac
 - b. Atlas
 - c. City Directory
 - d. Newspapers and periodicals
 - e. Telephone directory
 - f. Thesaurus
 - g. Reader's guide
 - h. Card catalogue

II. Organization

A. Constructing an outline

1. Sequencing facts properly
2. Categorizing properly

B. Summarizing

1. Paragraphs
2. Using multiple sources
3. Explaining illustrative material

C. Note taking

D. Remembering what is read

1. Having a planned study method
2. Following written directions

A primary concern to all teachers is a reader's ability to remember information after an extended period of study. The remainder of this chapter describes a study technique for use in textbooks. This discussion is followed by a suggested series of materials and; (1) a self evaluation of study habits (figure 1), and (2) twelve suggestions for remembering what you hear in class (figure 2).

SQ3R: A Study Method

Imagine yourself standing at the entrance of a dense and unknown forest. Would it be worth a few minutes time to look over a map of the forest and make a plan for getting through it? of course it would. When you plunge into a difficult assignment and "just read" you are going into a forest without a map.

How to Survey

1. Examine the title of the chapter you are to read. This should be a good clue as to the general content of the chapter.
2. Read the introduction, or the introductory paragraphs. This is where the author presents his topic, the major problems to be discussed and sometimes how these questions will be answered.
3. Skim through the chapter looking for pictures, charts, graphs, and topic headings. As you do this, you should become aware of a general outline the author used in writing the chapter.
4. Read the summary, or concluding paragraphs. Here the author presents the major conclusions of the chapter. Sometimes a brief summary of the

content is even provided.

A survey or preview, of a chapter, article, or even an entire book provides you with a meaningful framework to begin your reading.

Main ideas should stand out. Details should now fall into place.

You should be able to increase your concentration. But, the effective use of reading materials requires that you be an active reader.

Learning to Question

1. Questions should have the effect of reducing a reading to smaller, more meaningful "bites." Ask yourself what you already know about this topic. What can you expect to learn from this chapter?
2. If the author is trying to present a particular point of view, ask yourself if the evidence justifies the position. Are there alternative explanations?
3. Convert topic headings into questions. A typical heading in a chapter on the American Revolution might be ECONOMIC EFFECTS OF THE REVOLUTION. You might shift this to "What were the economic effects of the revolution?" "Who benefited from the revolution?" "Who suffered most from the revolution?" "Who had the most to gain from an unsuccessful revolution?" "Who had the most to lose from an unsuccessful revolution?" Ask "in-depth" questions as well as obvious questions.

By asking questions of the material you read, reading becomes an active search for answers. This helps make you an independent learner as you become less and less dependent upon the guidance of others. After surveying the material and setting some goals for yourself, you are now ready to read the chapter.

Read

1. Go in with questions, and search for answers. Reading means more than just saying the words -- reading is a thinking process. Comprehension is important.
2. If a passage does not make sense, make a note of it to ask your professor. The only "dumb" question is a question not asked.
3. Slow your speed for "defense" passages. A passage with a great many ideas simply can not be read rapidly. If you have read a passage

several times and it still doesn't make sense, try reading it out loud.

Now you are finally reading your assignment, and you may be inclined to call it quits. But if you cannot recall what you have read, what good did it do you to do the reading?

Recite

1. Stop periodically in your reading; cover what you have just read; ask yourself "What did I just read?" Try putting the main points and supporting details into your own words. If you can't, go back and reread the appropriate parts.
2. Some students find it helpful to write summaries of what they have read. This is an excellent way of reviewing and of preparing for an exam.
3. Verbalize, talk or think to yourself. Prove to yourself that you really do know the material.

Review

If the SQ3R study method seems too cumbersome for your ABE students, a simple key word approach may be more appropriate. Students are asked to jot down a key word in the margin as they read. Each word represents the key concept(s) for a particular paragraph and should be reviewed immediately upon completion of a page and again after completing the chapter or section. The direct link between key terms and concepts make reviewing easier and remembering more permanent. The key word method also provides practice in grasping central ideas and building a stronger content related vocabulary.

*Learning Assistance Project, Department of Curriculum Reading Center for Instructional Service and Research, Memphis State University, Spring, 1977.

FIGURE I

Name _____ Instructor _____

DIRECTIONS: Read each of the following statements and mark one of the five categories that best describes you.

- Overall, how well do you think you read? .
 very well well average poorly very poorly
- When reading, the vocabulary gives me a problem . . .
 rarely sometimes frequently generally almost always
- I find that I must reread material to understand it . . .
 rarely sometimes frequently generally almost always
- If a special study center were available for improving my reading, I
 would use it . . .
 rarely sometimes frequently generally almost always
- I usually look for a single idea in each paragraph . . .
 rarely sometimes frequently generally almost always
- I examine each of my study books for its overall organization
 rarely sometimes frequently generally almost always
- I have trouble remembering what I read . . .
 rarely sometimes frequently generally almost always
- I have an effective method for study-reading . . .
 rarely sometimes frequently generally almost always
- I adjust my reading speed to the purpose and difficulty of the material . . .
 rarely sometimes frequently generally almost always
- I find it hard to pick out the important points of a reading assignment . . .
 rarely sometimes frequently generally almost always
- I study two hours or more each week outside of class . . .
 rarely sometimes frequently generally almost always
- In most classes, I find it difficult to listen and write down the most
 important points . . .
 rarely sometimes frequently generally almost always
- I have a dictionary within reach when I read . . .
 rarely sometimes frequently generally almost always
- I can read for as long as thirty (30) minutes without becoming bored . . .
 rarely sometimes frequently generally almost always

I am comfortable and relaxed when reading . . .				
rarely	sometimes	frequently	generally	almost always
My eyes tire easily when reading . . .				
rarely	sometimes	frequently	generally	almost always

FIGURE 2

REMEMBERING WHAT YOU HEAR IN CLASS*

1. Attend all lectures. Be sure to arrive on time. It's not only polite, but many professors give an outline of what they intend to cover. Most people benefit from a minute or two to settle their thoughts prior to class beginning.
2. Keep separate notes for each class. An 8½ x 11 inch looseleaf notebook with dividers is generally best. Use the dividers to label each subject and to keep your notes organized.
3. Date each lecture.
4. Use only one side of a page for notes. It is distracting to flip back and forth through your notes while studying.
5. Come to class prepared to take notes. Do not try to take notes on an envelope or a paper towel.
6. Write legibly. The use of standard size papers is a help here. The use of abbreviations is probably necessary, however, try to limit them to standard, or easily recognized forms. It is not necessary to write complete sentences, but it is important to write complete thoughts.
7. Be alert to key phrases such as "note this," "the important point here is," or "You'll see this later." It is rare to find a professor who uses the "I've Got a Secret" method of teaching and testing. However, it is common to see students ignoring these cues as well as what is written on the blackboard or other visual aids.
8. Use some system of organizing your notes as you take them. One of the most common is to take notes on the right side of the page leaving a large margin on the left. Use the margin to reduce the lecture to a major topic and to key important ideas from the text to the lecture.
9. Pay as close attention to the end of a lecture as to the beginning. If the lecturer has not paced himself, he may have to try to cram important content into the last few minutes of the lecture.

10. After the lecture, take a few minutes to review your notes. Have a cup of coffee with a friend, and together outline and organize the lecture you've just heard.
11. At least once a week, take the time to reflect on the content of the class, lectures, and texts. Some students attempt to write and answer questions they think the professor may ask.
12. Space your study across time. Cramming for an exam is rarely effective.

*Learning Assistance Project, Department of Curriculum and Instruction Reading Center, Center for Instructional Service and Research, Memphis State University, Spring, 1977.

Suggested Materials

The following materials are suggested for use by ABE teachers for students reading on grade levels ranging from approximately 6.0 - 12.0. Teacher adaptation from one content to another is suggested. Care should be taken to insure that a reader understands the directions before beginning and also that each exercise is within the reader's approximate reading difficulty range. The materials* while not necessarily focusing entirely on study skills, do not provide sufficient study or related study type experiences to be offered here.

Program	Reading Skills
CONTINENTAL PRESS MATERIALS The Continental Press, Inc. Elizabethtown, Pa. 17022 Workbooks and liquid duplicating material to teach and emphasize fundamental and individualize instruction in reading skills. Primary-Adult Level.	Basic Sight Words Vocabulary Development Word Analysis Skills Dictionary Skills Comprehension Skills Study Skills Oral Reading Skills
DICTIONARY SKILLS AND USING THE DIK*SHUN*NEHR*RE Xerox Education Publications Education Center Columbus, Ohio 43216	Dictionary Skills

This program contains four books: book A is about a merry magician who teaches his tricks for alphabetizing; book B helps strengthen pronunciation and definition skills, book C works on root words, abbreviations, and parts of speech; book D reviews previous skills, stresses vowel and consonant sounds. Primary-Junior High Level.

* Portions of the information provided appear in Diagnosis and Remediation of the Disabled Reader, Eldon E. Ekwall, Allyn and Bacon, Inc., 450-457, 1976.

Program

Reading Skills

GRAPHS AND SURVEYS

Xerox Education Publications
Education Center
Columbus, Ohio 43216

Study Skills

This program is an introduction to interpreting and preparing graphs and surveys; assembling information, evaluating it, organizing it, and translating it into graphic form.

Junior-High & Adult Level.

LIBRARY SKILLS AND LEARNING TO USE THE LIBRARY

Xerox Education Publications
Education Center
Columbus, Ohio 43216

This program contains four books: book A works with book parts, book B works with "Cracking the code" of the Dewey Decimal system, book C works with learning how to use the Reader's Guide, and book D works with using different reference books, use of tools, such as tapes, filmstrips, earphones, recordings, etc.

LISTEN AND READ

Education Development
Laboratories, Inc.
Huntington, N. Y.
Division of McGraw-Hill

Comprehension Skills
Study Skills
Listening Skills

This program consists of set D for a fourth grade reading level; set GHI for levels seven, eight, nine; set JKL for levels ten, eleven, twelve; set MN for adult and college. There are thirty lessons with scripts of accompanying recordings, workbooks, and lesson books. Each lesson begins with an introductory sketch, dialogue, or sequence of sound effects in order to capture the student's interest and attention; the narrator introduces the dealt with and then guides

Program

Reading Skills

them through listening and workbook exercises in which they gain practice in various phases of the skill or concept.

Junior-High & Adult Level.

MACMILLAN READING SPECTRUM

The Macmillan Company

866 Third Avenue

New York, New York 10022

This program consists of the spectrum of skills which are word analysis level 1-6, vocabulary development level 1-6, comprehension level 1-6. The books are self-directing, self correcting, and non-consumable. There are eighteen booklets providing sequential instruction in word analysis, vocabulary development and reading comprehension. The spectrum of books offers two classroom sets of carefully selected, a set A for grades 2-6, and a set B for grades 3-8. Each set contains many books so that every child can choose what he wants to read. In every book there is a synopsis, a cast of characters, excerpts for "flavor," and comprehension and interpretation questions.

Intermediate-Senior High Level.

MAP SKILLS BOOK, 1, 2, 3

Scholastic Book Services

9045 Sylvan Avenue

Englewood Cliffs, N. Y. 07632

The books include basic practice in reading all kinds of maps.

The unusual page coloring makes the material both attractive and functional.

Elementary Level.

Basic Sight Words

Vocabulary Development

Word Analysis Skills

Dictionary Skills

Comprehension Skills

Study Skills

Oral Reading Skills

Program	Reading Skills
MAP SKILLS FOR TODAY AND READINESS FOR MAP SKILLS Xerox Education Publications Education Center Columbus, Ohio 43216 This program consists of five books that help the student use maps as learning tools by providing a thorough guide in map terminology, symbols, and other map skills. Primary-Senior High Level.	Study Skills
MAP SKILLS FOR TODAY'S GEOGRAPHY Xerox Education Publications Education Center Columbus, Ohio 43216 This program is a review of basic map reading skills with grids, scales, map symbols and keys, and map projections. Students learn to apply these skills in grasping such concepts as the effects of prevailing winds, rainfall, and ocean currents on world climate patterns. Junior-High & Senior-High Level.	Study Skills
MERRILL READING SKILL TEXT SERIES Charles E. Merrill 1300 Alum Creek Drive Columbus, Ohio 43216 This program is a logically planned developmental reading skills program designed to develop essential reading and learning skills through carefully devised sequential exercises. Some of the titles are Bibs; Nicky; Uncle Bunny Ben, the Traveler; Tom, the Reporter; and Pat, the Pilot. Primary-Senior High Level.	
NEW ADVANCED READING SKILL BUILDER Reader's Digest Service, Inc. Educational Division Pleasantville, New York 10570	Comprehension Skills Vocabulary Development Study Skills

Program

Reading Skills

This is a set of books with audio lesson units, advanced reading tutors at levels 7-8-9, and supplementary readers. It can be used as a teacher's resource and audio aid. This program helps to develop specific reading skills, such as recognizing main ideas, noting sequence of events, etc. It is designed to spark the interest of both good and reluctant readers, reinforce reading skills, improve aural comprehension and oral reading, help diagnose a pupil's ability to comprehend ideas, demonstrate correct pronunciation and intonation, and serve as a model for class dramatizations.

Intermediate-Adult Level.

NEW MODERN READING SKILL TEXT SERIES

Charles E. Merrill

1300 Alum Creek Drive

Columbus, Ohio

43216

This program contains books 1, 2, 3, and a teacher's edition. It is used to improve the reading ability of older students. It provides a systematic development of important reading skills, teaches understanding words, knowing facts, extending ideas, organizing ideas, and study word structure.

Junior High & Adult Level.

PROGRAMMED READING FOR ADULTS

(BUCHANAN AND SULLIVAN)

Webster Division

McGraw-Hill Book Company

Manchester Road

Manchester, Missouri

63011

This is a program that allows every child or adult to respond actively by using a linguistic approach to simplify reading for every pupil. It has programmed format which provides every child to work

Word Analysis Skills

Dictionary Skills

Study Skills

Comprehension Skills

Basic Sight Words

Vocabulary Development

Word Analysis

Dictionary Skills

Comprehension Skills

Study Skills

Oral Reading Skills

Program

Reading Skills

independently.
Primary-Elementary Level.

READ BETTER-LEARN MORE
Books, A-C
Ginn and Company
Lexington, Massachusetts 02173

Study Skills
Comprehension Skills

The colorful presentation includes current people and places in relevant settings. Numerous skills are provided through a variety of interesting exercises. Middle Grades.

READER'S DIGEST READING SKILL
PRACTICE PADS
Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Vocabulary Development
Word Analysis Skills
Comprehension Skills
Study Skills

These are high utility workbooks that extend basic reading, writing, vocabulary, and word-study skills. Junior High & Adult Level.

READING SKILLS LIBRARY
Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

This is a reading and listening resource unit that will aid in building critical reading skills. It offers material to meet the reading needs of all the pupils in a class of school through the use of books and cassettes. Primary-Adult Level.

READING TUTORS
Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Comprehension Skills
Study Skills

This program is compact reading and listening comprehension unit that offers "private reading lessons" for pupils in a classroom. It offers self-contained learning materials. Pupils can learn at their own rate while the teacher moves from group

Program

Reading Skills

to group or helps pupils with other activities.

Primary-Adult Level.

SPECIFIC SKILL SERIES

958 Church Street

Baldwin, L. I.

New York 11510

This program gives students specific and concentrated experiences in reading for different purposes. It provides practice material for pupils on a number of different reading levels.

It is a structural reading program with all the advantages of programmed learning. Learners get additional drill in areas of need. Each booklet is concerned with the develop of one reading skill on one reading level.

Primary-Adult Level.

Basic Sight Words

Vocabulary Development

Word Analysis Skills

Dictionary Skills

Comprehension Skills

Study Skills

STUDY SKILLS FOR INFORMATION

RETRIEVAL, Books 1-4

Allyn and Bacon, Inc.

The four workbooks are intended to provide basic instruction as a supplement to regular classwork in study skills.

Elementary Level.

Study Skills

TABLE AND GRAPH SKILLS

Xerox Education Publications

Education Center

Columbus, Ohio 43216

Study Skills

This program contains four books in which book A teaches students to learn terms, symbols, and basic procedures that enable him to solve problems represented by tables and graphs. Book B introduces interpretive reading of tables and graphs. Books C and D introduce different kinds of graphs by pictures, box, bar, line, and circle and emphasize critical and creative reading.

Primary & Junior High Level.

A GROUP INSTRUCTIONAL INVENTORY*

Thomas A. Rakes

A concise teacher-made test is described for use in screening skills of adolescents and adults.

From grade four through high school, reading experiences shift from a primarily oral reading pedagogy to a silent reading act. As a major requirement for independent study, silent reading carries the burden of increasing content demands as youngsters progress through school. Critical to this reading success is the necessity for appropriateness of content and the reader-readability match in printed materials. Sufficient research exists to suggest that student reading abilities, teacher estimates of readability and publisher ratings of difficulty levels do not necessarily match (1, 3, 6, 7, 9, and 11). A particular literature, science, history, or other text even though intended for use in a designated grade, may be inappropriate due to the readability level. To further complicate matters, differing student abilities in comprehension, vocabulary and study skills make the teachers' task even more difficult.

Before an instructional program may be developed, an assessment of reader-text appropriateness is essential. The following discussion suggests a seldom used technique referred to as a group instructional inventory. (GII). Under a similar format only a handful of authors have over the past few years, reported on the technique (2, 4, 5, 8, and 10).

One could hardly deny the need for assessing the reading performance

* Journal of Reading, May, 1975, 595-598; Reprinted with the permission of Thomas A. Rakes and the International Reading Association.

of a group of students, the means through which the assessment may take the form of an informal reading inventory, a standardized test, a cloze test or a group instructional inventory. Ideally the best instrument would be diagnostic in nature, easily constructed and administered and provide a close link between intended instructional content and performance on the test. Of those instruments named, the GII appears to be the best choice.

The purpose of using the GII is to gain an indication of student performance in a particular textbook. The test is constructed using the book intended for use during the semester. The inventory is designed to measure performance under two primary categories: locational skills which include using book parts, using reference skills, and reading illustrative material. Section II includes a silent reading section followed by an assessment of meaning skills and reading rate. Student performance is measured on an appropriate bases which reflects whether a particular textbook is right for a given reader. Accompanying diagnostic information as to skill development serves to further guide the teacher in preparation of instructional strategies.

The following steps describe the construction of a GII

1. Select an appropriate reading selection from within the second fifty pages of the book the class will probably be using. The selection need not include the entire unit or story but it should be complete within itself as to overall concept. In most cases two to three pages will provide a sufficient sample.
2. Count the total number of words in the excerpt.
3. Read the selection and formulate from 25-30 questions pertaining to the story and reflect those skills you intend to measure.

4. Prepare a student response sheet.
5. Answer the questions and include specific page references for discussion purposes after the testing is completed.
6. Develop a summary chart upon which you may maintain a class performance record.

Administration:

The GII may be administered to a class in one class period using the following procedure.

1. Hand out student response forms.
2. Explain the purpose of the inventory and that each question will be read two times.
3. Explain that they will be asked to read silently.
4. Ask the students to place their text on their desks.
5. Begin with questions pertaining to locational skills.
6. Ask students to open their text to a designated section of the book.
7. Provide a brief introduction to the material to be read.
8. Explain that upon completion of the reading assignment, the elapsed time should be entered on the response sheet. At a later time reading rate will be computed by dividing the total words in the selection by the elapsed time (words ÷ time = wpm).
9. During silent reading, observe for lip movements, subvocalization, restlessness or general inattentiveness and other behavior that appears to hamper reading.
10. Upon completion of the silent reading, read each question two times. Students are requested to answer questions on the form

provided and may not refer back to the selection.

11. After answering the questions, papers may be collected.

12. During the next class session papers may be returned and each student may check his own paper as the teacher discusses each question with the class. During this time each student may calculate his reading rate with guidance from classmates or the instructor.

Scoring and Interpretation

The following table may be used as a guide for interpreting correct responses.

	Percent Correct
Unappropriate (too easy)	85% or above
Appropriate	65% - 84%
Unappropriate (too difficult)	64% or below

Specific skill deficiencies may be considered if a reader answers (1) 1 of 3 questions incorrectly or (2) 2 of 5 incorrectly or (3) 3 of 7 incorrectly. The above information may then be entered on the summary record form.

Advantages of GII

The group instructional inventory may be a valuable teacher-made instrument in that it is (1) closely related to instruction, (1) relatively simple to construct and administer in a group setting, (3) easily interpreted, (4) appropriate for student self-appraisal and feedback, (5) diagnostic in nature, (6) economical to construct and maintain, and (7) includes a class record of performance.

The GII is not a well-established or statistically based instrument.

The procedures may be altered or adjusted as the user deems appropriate. The inventory does however, provide the intermediate and upper grade teacher with a practical diagnostic tool for measuring reading performance. Some users will be pleased to note that the utility of the GII rests in the ability to appropriately match student to text with accompanying diagnostic information. By using the GII or similar technique a teacher may apply the advantages of assessment directly to the instructional materials in use.

GROUP INSTRUCTIONAL INVENTORY*

Section A

TO BE ADMINISTERED PRIOR TO SILENT READING

1. On what page(s) would you find information about Samuel Colt?
2. On what page would you find a map showing major land formations of the United States?
3. What is the significance of the events pictured on page 565?
4. In what chapter would you expect to find information about the Molasses Act?
5. What is the title of the unit with which chapter five is concerned?
6. On what page does chapter fourteen begin?
7. For a brief account of the life of George Washington you should use:
(a) an atlas, (b) current world almanac, (c) an encyclopedia and
(d) a copy of Who's Who in America.
8. What library aid will tell you where a specific book may be located in the library?
9. What is a biography?
10. In what library guide would you look to find magazine articles relating to a specific topic?
11. What does the broken line in the chart on page 763 represent?
12. From the information provided on the graph on page 273, in what year was the rural population lowest?
13. On the bottom of page 405 you will find an illustration. What does the illustration represent?
14. Turn to map fifteen at the back of the text. Looking at map fifteen, determine the distance between Little Rock, Arkansas, and Shiloh, Tennessee.

* Based on a selection from the Search For Identity: Modern American History, J. E. Wiltz, J. B. Lippincott Company, 1973, pp. 55-57.

SECTION B

TO BE ADMINISTERED AFTER SILENT READING WITH BOOKS CLOSED

15. In the selection reference is made to the "mother country." To what country does this refer?
16. What word(s) means the opposite of liberated?
17. How were George Washington and his guide able to return to the mainland after falling from a raft and seeking shelter on a small island?
18. What are two primary topics discussed in the selection?
19. Who was Peter Salem?
20. What factors made it possible for the colonies to win the War of Independence?
21. What events lead to the Continental army allowing slaves to enlist?
22. After leaving home at age eleven, with whom did George Washington go to live?
23. As a result of his training and past accomplishments what military position was Washington asked to fill?
24. Who were the people referred to as the "rabble of society"?
25. Which word best describes George Washington? (a) outgoing, (b) reserved or (c) dynamic
26. As the term was used in the selection, to what does the word "planter" refer?

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TEN STEPS FOR IMPROVING ADULT READING ABILITY

Thomas A. Rakes

Fifteen considerations are discussed as "musts" for providing reading improvements for adults.

Over a period of years we have all recognized numerous examples by word and deed that truly represent good pedagogy. The accompanying discussion represents ten key points as suggested "good practice" for use in teaching adults. While the form has been altered, the substance and intent remain largely as they were voiced by teachers of adults during one or more training sessions.

1. Employ first hand experiences. Few substitutes can equal actually being there, the opportunity to realize for yourself or the chance to share ones first hand knowledge with others can also be mutually beneficial for class members.
2. Use visual aids if the real thing is unavailable. Motion pictures, slides, photographs, and drawings can help learners conceptualize information. Audio tapes or records may also serve a similar usefulness.
3. Provide practice in using contextual analysis skills. Adults need practice in using known words and phrases to determine lesser known words. The best readers are those who usually gain the most understanding from minimal word clues. They read words and phrases and concepts not sounds.
4. Provide practice in using structural analysis skills. Word structure includes teaching word parts such as key prefixes, suffixes, and root

words. For adult learners, structural skills have special utility due to ease of learning and wide usage of word parts in many reading materials. Structural analysis provides a consistent source for developing multiple meanings also. Many prefixes exist but the following fifteen account for 82 per cent of all words in which prefixes appear. (Harris, 1970)

Common Prefixes

ab (from)	abnormal, abuse
ad, ap, at (to)	admit, appear, attract
be (by)	beside, behind
con, com, col (with)	conductor, commercial, collection
de (from)	deduct, defense
dis (apart, not)	disappear, disarm, disrupt
en, em, (in)	engage, enjoy, embrace
ex (out)	exit, export
in, im, (in, into)	income, impose
in, im (not)	incorrect, impure
ob, of, op (against, away, from)	obstruct, offend, oppose
pre, pro (before, in front of)	prepare, predict, projectile, promote
re (back)	refer, remodel
post (behind)	postpone
super (over, above)	superior, supervisor
trans (across)	transportation
sub (under)	submarine, subject
un (not)	unarmed, unbroken

The following list represents commonly used suffixes that should be taught directly.

Common Suffixes

er, or, ist, ian (performer of)	teacher, sailor, dentist, physician
tion, sion, (act of)	temptation, decision
ry, ty, ity (condition of)	finery, safety, purity
al (pertaining to)	formal, musical
ble, able, ible, (capable of being)	adaptable, forcible
ment (result of, act of)	judgment, management
ful (full of)	careful, wonderful
man (one who)	policeman
ic (pertaining to)	comic, terrific
ous, ious, eous, (like, full of)	joyous, laborious, nauseous
ence, ance (state of)	repentance, persistence
ly, y (in the manner of)	truly, windy

5. Give practice in using alternative words for overused words. Many functional words are unconsciously used over and over. Simple exercises requiring the learner to substitute another word of similar meaning can serve this purpose. Included in this category also are the use of specific and general vocabulary which should be discussed and appropriate practice provided.

<u>UNCERTAIN</u>		<u>CERTAIN</u>	
several	small	true	always
most	large	whole	sure
many	little	all	every
any	numerous	certain	never
maybe	few		
perhaps	possible		

6. Provide experience in recognizing and generating biased terminology. Excellent examples can be taken from the advertisements in the local newspapers, magazines, and on television. Many local news items reflect a slanted viewpoint and certain examples of words are used to project the point. Headlines, picture captions, and cartoons represent ideal sources. Propaganda techniques such as the following may provide a useful means for developing these inferential types of skills.

- a. Bandwagon plea - "The whole town is talking about tip-top shampoo." "Youn should try it too!"
- b. Plain folks - "Now I ain't much had a chance, but my uncle, a poor dirt farmer, said . . . or "The clean smell of trees and a fire in the fireplace brings to mind the relaxing comfort you'll get from using Bee's Shoe Soles." Or, "Join the real Americans, celebrate by displaying our nation's flag, only \$9.98."

- c. Card Stacking -- "Have you stopped beating your mother yet?"
 - d. Testimonials -- "This is John Denver" saying, "Tight Band guitar strings are the best you can get."
 - e. Namecalling -- "Don't be a dried up patch of nerves, try Nerveless, a new wonder pill for nervous people." Or, "If you dislike dishonest, impersonal government, do something to end this corruption, vote for Weed Clark, your friendly feller for Congress."
 - f. Glittering Generalities -- "How about the sleek, glistening lines of our feature item?" "Solid, high impact walnut finish with duralast coating for prolonged wearing and economy."
7. Note appropriate synonyms, antonyms, and acronyms whenever possible.
Much use can be made by calling attention to the multiple purposes of many words. The simple task of keeping track of unfamiliar acronyms (e.g. VISTA, ZIP, SOS, RADAR) as they appear in the newspaper, radio, or on the television news can produce excellent sources of practice.
 8. Call attention to figurative language, word origins, colloquial terms and idiomatic phrases as they appear in speech or print. It is often helpful to create an awareness of the depth, humor, and adaptability of our language. It can be interesting to begin with interesting local terms or slang which students use daily. Figurative language in stories, advertisements, and elsewhere can be cited and discussed. Give attention to "other" appropriate words, of course, but as a means of developing multiple meanings and not in a critical or condescending manner.
 9. Encourage wide reading in the materials of one's choice. Frequent reading in all types of material represents the single greatest indicator of a person who enjoys reading and one who is also a good

reader. While we may wish everyone would read what may commonly be called "good literature," the development of a reading habit can stem from virtually any type of material.

10. Vary your questioning strategies. Excellent use can be made of discussion time when care is taken to control for the following types of factors. Practice sessions using various types of questions helps students become familiar with the materials in addition to gaining valuable test taking experience.

a. Levels of difficulty (Literal, Inferential)

1. Wording of the question
2. Providing possible answers to select from
3. Requiring information or background to answer
4. Multiple-choice
5. List
6. True-False
7. Application

Albert J. Harris, How to Increase Reading Ability, 5th edition, David Company, Inc., 1970, p. 409-410.

AN INDIVIDUALIZED APPROACH TO CURRICULUM DEVELOPMENT

Rosa A. Brodie

Chapter 5

Brodie illustrates how to develop individualized instructional units for use in teaching adults

Introduction

Teachers of adults have one of the most challenging jobs in the profession of education. Yet, relatively little information exists to help teachers do their specialized work. Also, the growing concern about accountability and varied levels of student competency do not help make the job any easier. As dedicated and concerned individuals, we must find something to help meet these challenges.

The national commitment to equality of educational opportunity and to accountability for student learning has created many complex problems, at the center of which is the need for significant modifications in traditional methods of instruction. There are five gates that must be opened: sight, sound, smell, taste, and touch. Through the individualizing of materials and implementing a systematic approach will in one way, help to overcome some of the difficulties in getting students to achieve success in learning tasks.

The aim of this discussion is that you, the instructor, after working through self-instructional materials, will be able to produce a short individualized instructional unit which can be used in ABE classrooms. The unit should feature self-instructional, self-paced learning, requires approximately 20 minutes to one hour for completion

and consist of sections titled: Rationale, objectives, pre-assessment or test; learning activities, post-assessment and revision.

The materials used to guide the reader in developing learning packages are taken from books, pamphlets, and packages written by Rita and Stuart Johnson, Robert Mager, O. J. Blumenstein and the National Laboratory of High Education of North Carolina.

Our starting point will be by clarifying what is meant by behavioral objectives. If we build a firm foundation here, the rest will be a matter of falling in place. The objectives will dictate what needs to be covered: Do what? Under what conditions? At what performance level? As managers of learning, teachers can decide what will best enable the student to accomplish the objectives. Students will show through their performance, how well the objectives are met.

Behavioral Objectives (Discussion)

Read each of the following statements and consider the differences between the performances specified in each item.

1. The learner will measure, given an architect's scale, a series of lines accurately to the nearest $1/32$ of an inch.
2. The learner will correctly identify the work and the artist of seven out of ten given artistic works of the Italian Baroque Period.
3. Express a greater interest in the subject under study at the end of the course than before.
4. The student will score a minimum of 300 points in archery competition using 24 arrows at each distance of 50, 40, and 30 yards.
5. The learner will classify "flexor" and "extensor" muscular actions of the knee joint by illustrating.

6. While hearing a series of chords played on a piano, the learner will discriminate minor from major chords by checking on the form provided.

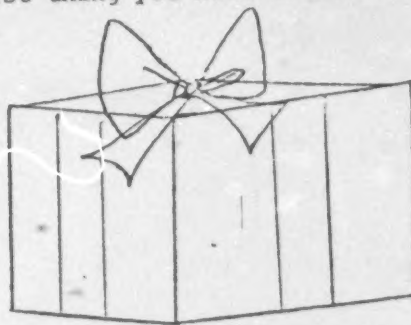
7. The learner will read and understand chapters two and three.

Behavioral Objectives (Work Sheet)

- _____ 1. The student will be able to demonstrate his knowledge of Ohm's Law.
- _____ 2. The student will be able to calculate reduced prices of items of priced merchandise which are discounted 10%.
- _____ 3. The student will show an appreciation for the plays of William Shakespeare.
- _____ 4. The student will understand the principles of the carburetor.
- _____ 5. The student will understand the economic and political issues which led to the Civil War.
- _____ 6. The student will answer correctly at least 9 out of 12 problems in Chapter 1 of his text entitled Integral Calculus for Fund and Profit.

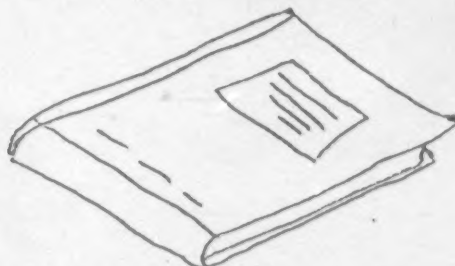
Rationale

Before you prepare your package we will go through a self-instructional unit, prepared by O. J. Blumenstein, Piedmont Technical Institute. Since you will actually be constructing a package in this workshop, the first thing you need to understand is: "What is a package"



I don't mean all the details about how each part of the package is constructed; I mean, "What goes into a package"

A book usually has a cover, a table of contents, an introduction, sometimes a preface, chapters, and an index.



This unit deals with the basic parts of the package and how they are assembled to form a complete learning unit.

Later packages will deal with each part separately and in more detail. Learning and understanding the construction of a package will serve as an overview of this workshop and give you a better understanding of what you will be doing for the remainder of your time here. Upon completion of this package, you will: (1) List the six basic elements of a package in proper order and (2) briefly, in one sentence or less, describe each element.

Pre-Assessment

Since you may have been generating good packages, you may already be able to meet the objectives of this unit. Try the Pre-assessment. You may find that you can go on to the next unit.

List the six basic elements of a package in their proper order and, in one sentence or less, describe each element.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

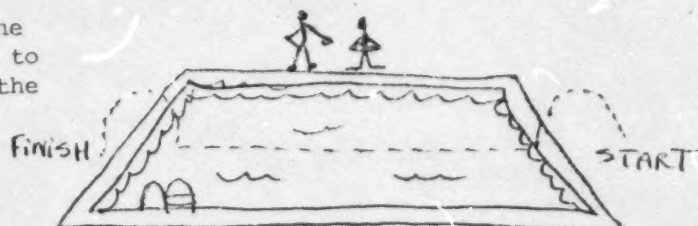
Learning Activities

Next, we will discuss each of the six elements of a package, one element at a time, in the proper order, and then see if we can remember all six.

1. **Rationale:** This element should come first. It tells the learner why he is taking the unit of instruction.



2. **Objectives:** Here you tell the student what he will be able to do when he is finished with the package.



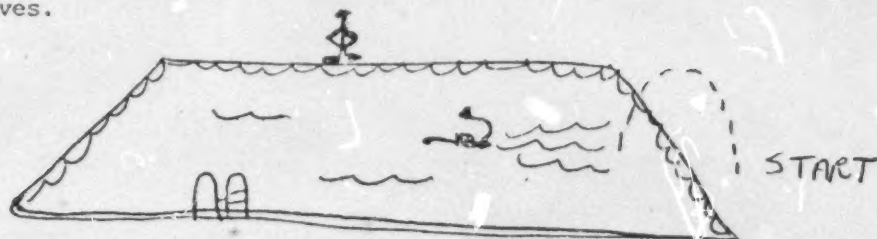
3. **Pre-Assessment:** A chance for the student to demonstrate that he can meet some of the objectives thus eliminating useless repetition.



4. **Learning Activities:** Here the learner receives his instruction one step at a time.



5. Post-Assessment: Now we check on the learner to see if he can meet the objectives.



6. Revision Data Sheet: In this element we try to assess the learner's about the packages and what difficulty he experienced. We gather this data and incorporate it in later revisions of the package.



That's all there is to it. (Can you name the six elements?
(not describe them)

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Check the learning activities to assess your answers. Read the description of each one again, and then take the post-assessment on the next page. Do not look back into the package while taking the post-assessment.

Post-Assessment

Name each of the six elements of a good package and describe each one in a few words.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

As you prepare a package, remember to:

1. Pretend you are talking to a student. Speak to him in the first person. For example, "You will need to know" instead of "The student will need to know"
2. Keep in mind that you are talking to one person rather than an audience. Pretend you are in a one-to-one situation, tutoring him at a blackboard.
3. Add sketches, diagrams, models, pictures, magazine clippings, concrete objects, etc. One picture can communicate a great deal:



4. Add humor and conversational tone to your package. Most students appreciate getting away from dry, dull textbooks. If you are worried about overdoing it, you can always ask the students. Find out how they feel about it.
5. Have fun!

The following form should be used to write up a self-instructional package:

TITLE PAGE

Instructor's Name: _____

Institution: _____

Course Title: _____

Intended Learners: _____

Topic: _____

Approximate working time of student _____

Rationale -

Objectives -

Pre-assessment -

Learning Activities -

Learning Activities -

Post-assessment -

Revision -

Conclusion:

The "packaging" of material involves six elements:

- (1) rationale - explains why what is to be learned is important or relevant;
- (2) objectives - provide a sense of direction to a learner's involvement in a unit, class, or course. Each objective should contain in its make-up (do what?, Under what conditions?, At what performance level?). The performance level if not specifically stated should automatically mean 100%;
- (3) pre-assessment - should precede formal instruction. Based upon the objectives it serves several purposes:
 - (a) Helps to determine where the learner should be placed in the sequence of learning activities so that he is not forced to cover material he already knows;
 - (b) Provides the learner with sample questions which exemplify the stated performance objectives; and
 - (c) May be used following instruction to review the materials in the unit;
- (4) learning activities - These are means to an end, not ends in themselves. This is a very important part of the entire approach;
- (5) post-assessment - This is the evaluation of the performance. If the learners perform poorly, it means they have not yet mastered the objective or that practice provided was not sufficient or appropriate; and
- (6) revision - the feedback from the learner, there may need to

be recycling or all is well and the learner exits.

Regardless of the need to improve existing practices, it remains clear that "packaged" materials have unique advantages and are well worth the efforts put into them.

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SS# 414-72-2737

APPENDIX B

The Program: 309 Women's Building
Tennessee State University
Nashville, Tennessee 37203

9:00 - 9:30

Welcome and Introductions:

Luke Easter
Leo McGee

Frederick Humphries, President
Tennessee State University

It is always a pleasure to have different professional groups come to the campus of Tennessee State University. We are especially pleased that you have chosen our university to engage in two weeks of study in adult education.

It is good to know that you are among the group of educators that are committed to the concept of "Life Long Learning." Learning, like breathing, is a requirement of living. The set of education facts that the present day adult generation received as youths have been supplanted by a more complete and extensive set. Adult Education has a critical role to play in this rapidly changing society.

It seems that one of the ultimate goals of the adult education enterprise is to bring about a greater awareness that education is a continuous process. I challenge you to continue to be a catalytic agent in the implementation of this concept.

James Farrell, Dean
Continuing and Higher Education
Tennessee State University

Otis Floyd, Deputy Commissioner
State Department of Education

You do me honor to allow me to welcome you to this Adult Education Institute. I am confident, from observing the effective job

that you are doing in reading thousands of Tennesseans through adult education and through your performance in past institutes, that these sessions will be productive as well as intellectually refreshing.

Charles Kerr, Director
 Dave Murphy, Adult Education Specialist
 Lathan Keatts, Mid-Cumberland Team Leader
 William Hunter, South Central Team Leader
 J. C. Ward, Upper Cumberland Team Leader
 Florence Weiland, Supervisor, Metro-Nashville
 Mackie Driver, M-TAPCAE President

9:30 - 10:00	Orientation and Overview Leo McGee Luke Easter
10:00 - 10:30	Break
10:30 - 11:30	Registration
11:30 - 1:00	Lunch
1:00 - 4:00	Teaching the Indo-Chinese Refugee Helen Smith

Tuesday, July 13,

9:00 - 12:00	English as a Second Language (ESL): Overview - Howard Beckerman
12:00 - 1:00	Lunch
1:00 - 4:00	E. S. L. Continuation
7:00 - 9:00	M-TAPCAE Reception Rodeway Inn 710 James Robertson Parkway

Wednesday, July 14,

9:00 - 12:00	Study Skills and Decision Making Processes in Reading Thomas Rakes
12:00 - 1:00	Lunch

1:00 - 4:00

Continuation of morning session
Thomas RakesThursday, July 15,

9:00 - 12:00

Evaluating Needs and Progress in Reading
and Related Abilities
Thomas Rakes

12:00 - 1:00

Lunch

1:00 - 4:00

Continuation of morning session
Thomas RakesFriday, July 16,

9:00 - 12:00

Metrication in Adult Education Instruction
William LesterMonday, July 19,

9:00 - 12:00

Individualized Approach to Curriculum
Development
Rosa Brodie

12:00 - 1:00

Lunch

1:00 - 4:00

Continuation of morning session
Rosa BrodieTuesday, July 20,

9:00 - 12:00

Adult Basic Education Instructional
Materials: Selection and Usage
John Nesser

12:00 - 1:00

Lunch

1:00 - 4:00

Continuation of morning session
John Nesser

Wednesday, July 21

9:00 - 12:00	Adult Performance Level (APL): Overview Ray Handy
12:00 - 1:00	Lunch
1:00 - 4:00	Continuation of morning session Ray Handy

Thursday, July 22

9:00 - 12:00	Adult Performance Level Ray Handy
12:00 - 1:00	Complimentary Lunch (Guests of Tennessee State University)
	Awarding of Certificates Charles Kerr
1:00 - 4:00	Continuation of morning session

Friday, July 22

9:00 - 12:00	Institute Evaluation and Wrap-up Leo McGee Luke Easter
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